



2017-18 Twenty-Year Charter Review Report

Friendship Public Charter School

March 19, 2018

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpccb.org

KEY FINDINGS and BOARD VOTE 2
CHARTER REVIEW STANDARD..... 3
BACKGROUND INFORMATION ABOUT SCHOOL..... 4
SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS 17
SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS 70
SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY..... 77

KEY FINDINGS and BOARD VOTE

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a twenty-year charter review of the Friendship Public Charter School (Friendship PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*¹ Friendship PCS is a multi-campus local education agency (LEA) that adopted specific numerical targets in the Performance Management Framework (PMF) as its goals and student academic achievement expectations. Pursuant to the school's Charter and Charter Agreement,² Friendship PCS met its goals.

Every one of the school's twelve campuses met the standard outlined in the goals with the exception of Friendship PCS - Technology Preparatory Middle, which did not meet the goal of achieving at least 50% on the PMF in two of the most recent five years³. However, the Technology Preparatory Middle campus met the discretionary "improvement provision" in its Charter Agreement.⁴ This campus has seen its PMF score rise, albeit slowly, during every year of the review, showing a 3.5% improvement from the first year of review, when it earned an overall score of 37.5%, to its most recent score in school year (SY) 2016-17 of 41.0%. Therefore, DC PCSB staff recommends, pursuant to the improvement clause in the school's charter, the Board exercise its discretion and determine this campus met the goal.

After a discussion with the school, Friendship PCS desires to reconfigure its Southeast Campus from PK3-5 to two campuses, PK3-3rd and 4th-8th, which is aligned with other models in the LEA. This reconfiguration will assimilate Technology Preparatory Middle into Southeast Academy and reduce the enrollment of new 6th grade students beginning in 2018-2019.

Separate and apart from goal attainment, DC PCSB staff has determined that the school has not committed a material violation of law or of its charter, has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, the DC PCSB Board voted 7 - 0 on March 19, 2018 to continue the school's charter.

¹ D.C. Code § 38-1802.12(a)(3).

² D.C. Code § 38-1802.03(h)(2) lists the six specific provisions that comprise a school's charter under the SRA.

³ As further described below, most campuses had a goal of earning at least 50% on the PMF in two out of five years, and never earning a Tier 3 status. Two newer campuses had modified goals.

⁴ See the Friendship PCS Charter Agreement attached as Appendix A.

The LEA and DC PCSB executed a signed charter amendment as of March 19, 2018 that

1. adopts goals aligned with revised PMF as Goals policy;
2. commits the LEA to reconfigure its Southeast Academy and Tech Prep Middle campuses;
3. decreases the LEA's enrollment ceiling from 5,340 to 5,115.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."⁵ As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.⁶

⁵ D.C. Code § 38-1802.12(a)(3).

⁶ D.C. Code §38-1802.13(b).

BACKGROUND INFORMATION ABOUT SCHOOL

School History and Overview

Friendship PCS, which serves students in grades pre-kindergarten-3 (PK-3) – 12, began operating in 1998 under authorization from DC PCSB, and is currently in its 20th year of operation. The school was started by Friendship House Association, a DC non-profit social service organization that began educating DC children in 1904. Friendship PCS currently operates 12 campuses across the District: one online program, five elementary campuses, four middle school campuses, and two high school campuses. The mission of the school is:

To provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.⁷

Most Friendship PCS campuses offer traditional curricula and instruction models, with some exceptions. Friendship PCS – Armstrong Elementary offers Reggio Emilia-inspired early childhood programming, and Friendship PCS – Technology Preparatory Middle uses a “project-based, integrated, STEM-focused model.”⁸ At Friendship PCS – Online Academy, students attend online classes four days a week, and once a week participate in onsite instruction. The school’s two high school campuses “offer[] intensive reading and math instruction in the 9th and 10th grades, with a focus on college and career readiness in the upper grades.”⁹

Enrollment Trends and Demographics

The table below shows the school’s enrollment. The school most recently expanded in 2015, when Friendship PCS was approved to open the Armstrong Elementary campus and to start an online program, and to offer continuous enrollment to students from Community Academy PCS, a DC charter school that had its charter revoked in 2015. Friendship PCS has an enrollment ceiling of 5,340 and currently enrolls 4,162 students as of the October 2017 enrollment audit.

All Friendship PCS campuses serve populations that are largely comprised of Black students. Many campuses also enroll high percentages of At-Risk students¹⁰.

⁷ See Friendship PCS Charter Agreement, p. 2.

⁸ See Friendship PCS 2015-16 Annual Report, p. 5, attached to this report as Appendix B.

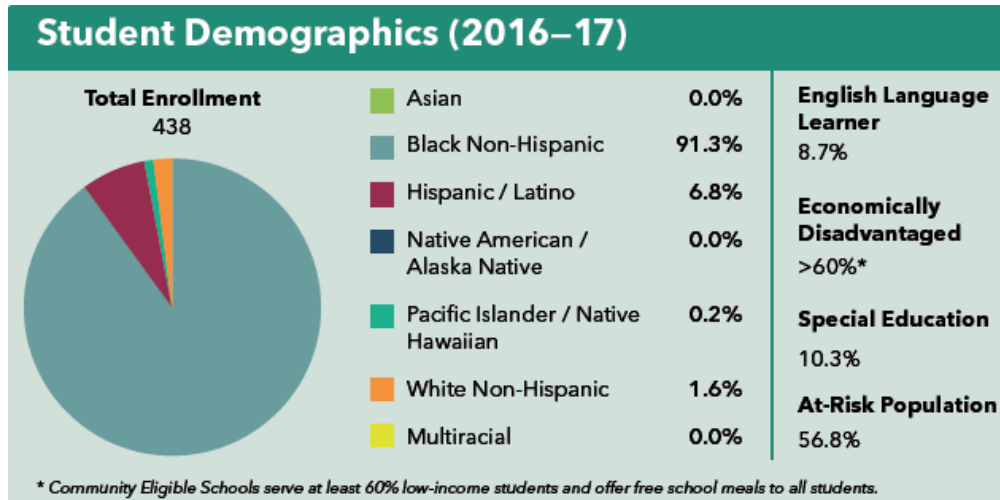
⁹ See Friendship PCS 2015-16 Annual Report, p. 6.

¹⁰ The Office of the State Superintendent of Education (OSSE) defines at-risk students as follows: “students who are homeless, in the District’s foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that (*sic*) are one year older, or more, than the expected age for the grade in which the students are enrolled.”

Campus	First Year of Operation	Grades Served		2013-14	2014-15	2015-16	2016-17	2017-18
ENTIRE LEA	1998-99	PK3-12	Number of Students	3,759	3,720	4,228	4,216	4,162
			<i>Enrollment Projections</i>	4,122	3,990	4,287	4,257	4,340
Armstrong Ward 5	2015-16	PK3-5	Number of Students	N/A	N/A	432	438	395
			<i>Enrollment Projections</i>	N/A	N/A	447	447	479
Blow-Pierce Elementary Ward 7	1999-2000	PK3-3	Number of Students	386	379	408	388	387
			<i>Enrollment Projections</i>	445	425	406	406	397
Blow-Pierce Middle Ward 7		4-8	Number of Students	266	213	187	230	242
			<i>Enrollment Projections</i>	239	230	203	203	251
Chamberlain Elementary Ward 6	1998-99	PK3-3	Number of Students	371	375	376	387	376
			<i>Enrollment Projections</i>	390	390	376	376	390
Chamberlain Middle Ward 6		4-8	Number of Students	351	343	334	330	323
			<i>Enrollment Projections</i>	393	355	340	340	347
Collegiate Academy Ward 7	2000-01	9-12	Number of Students	914	883	810	751	681
			<i>Enrollment Projections</i>	1,225	1,025	820	820	707
Online Academy Ward N/A	2015-16	K-8	Number of Students	N/A	N/A	132	145	180
			<i>Enrollment Projections</i>	N/A	N/A	132	132	150
Southeast Elementary Ward 8	2005-06	PK3-5	Number of Students	559	576	546	553	556
			<i>Enrollment Projections</i>	560	560	554	554	553
Tech Prep Middle¹¹ Ward 8	2008-09	6-8	Number of Students	406	499	308	257	253
			<i>Enrollment Projections</i>	223	260	285	285	253
Tech Prep High Ward 8		9-12	Number of Students	Not available	Not available	235	233	255
			<i>Enrollment Projections</i>	185	229	255	225	270
Woodridge Elementary Ward 5	1998-99	PK3-3	Number of Students	290	284	281	305	296
			<i>Enrollment Projections</i>	285	321	277	277	322
Woodridge Middle Ward 5		4-8	Number of Students	216	168	179	199	218
			<i>Enrollment Projections</i>	177	195	192	192	221

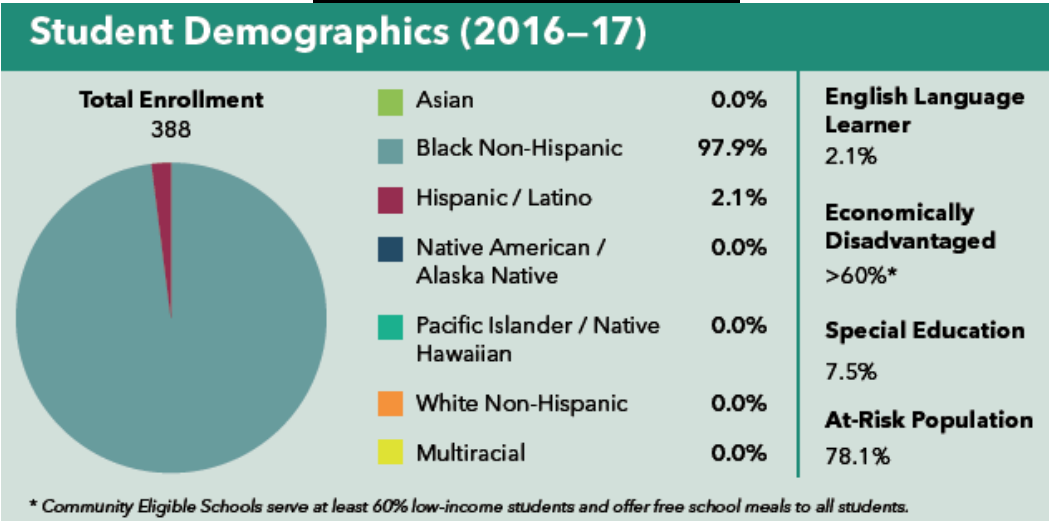
¹¹ Friendship Technology Preparatory Academy was originally chartered separately in 2005, and was assumed under the Friendship PCS charter in 2006.

Armstrong Elementary



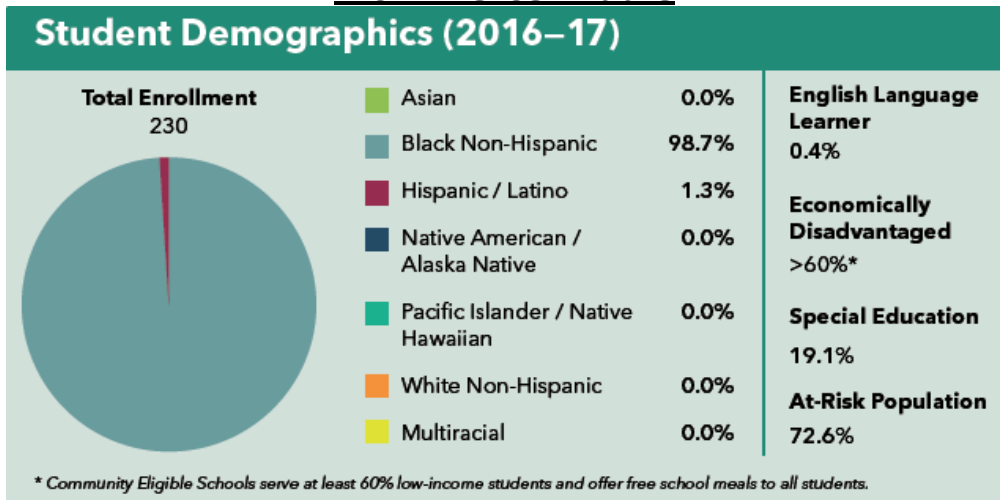
Armstrong Elementary - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
PK3				61	67
PK4				72	64
K				65	66
1				59	53
2				50	50
3				49	49
4				51	48
5				25	41
Total				432	438

Blow Pierce Elementary



Blow Pierce Elementary - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
PK3	77	64	57	52	62
PK4	77	72	66	78	61
K	82	77	77	81	66
1	62	75	69	71	72
2	45	50	68	59	62
3	30	48	42	67	65
Total	373	386	379	408	388

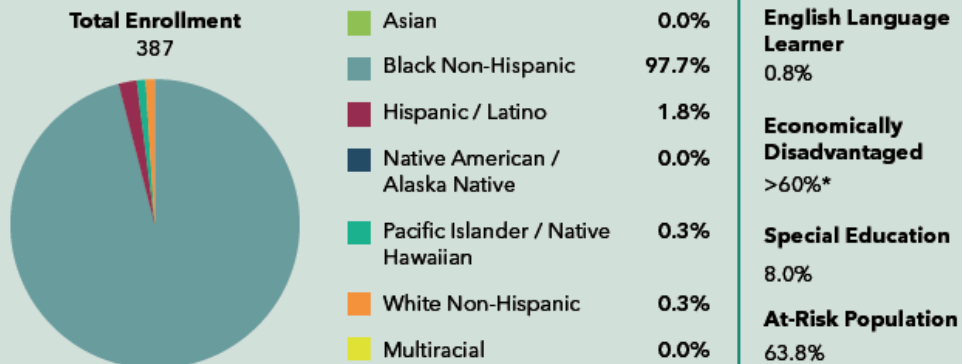
Blow Pierce Middle



Blow Pierce Middle - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
4	27	25	42	38	71
5	38	25	25	33	38
6	71	61	43	43	43
7	90	79	40	35	34
8	84	76	63	38	44
Total	310	266	213	187	230

Chamberlain Elementary

Student Demographics (2016–17)



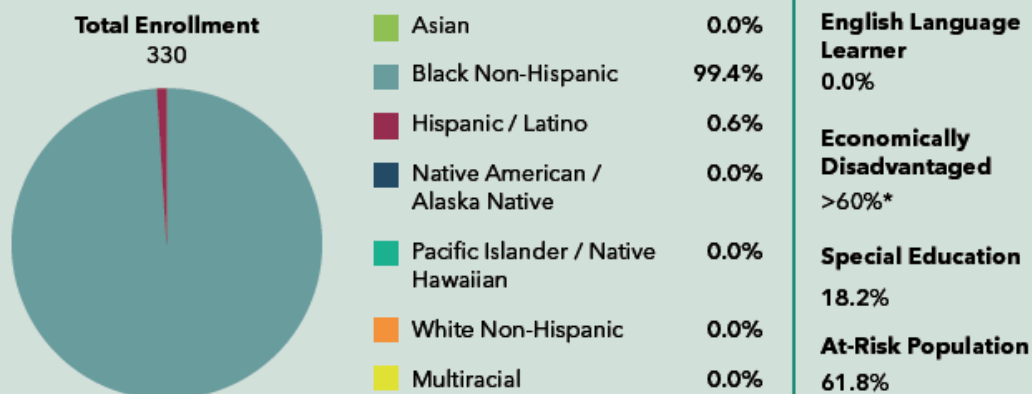
* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Chamberlain Elementary - Enrollment by Grade

	2012-13	2013-14	2014-15	2015-16	2016-17
PK3	37	35	34	48	52
PK4	56	53	68	51	53
K	68	61	63	68	67
1	70	75	62	71	73
2	71	75	73	64	68
3	73	72	75	74	74
Total	375	371	375	376	387

Chamberlain Middle

Student Demographics (2016–17)

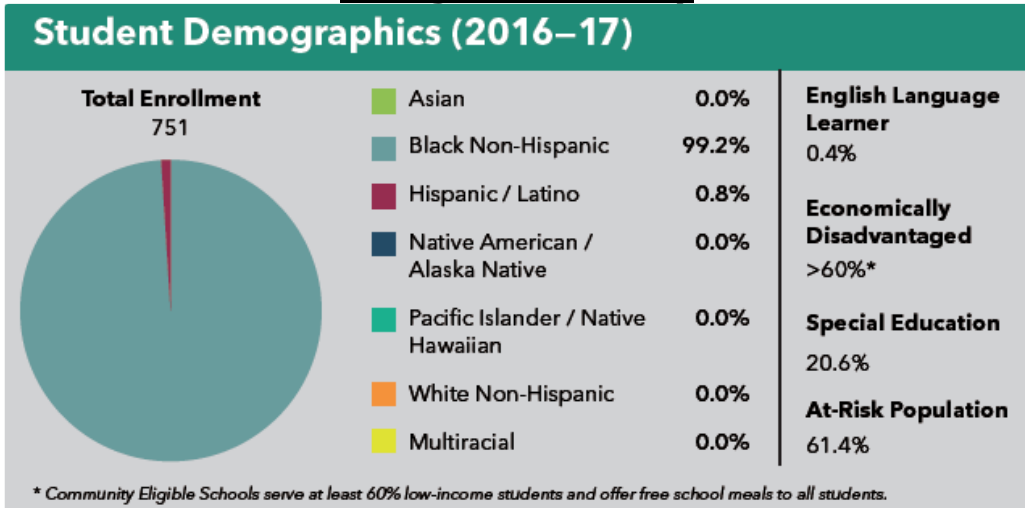


* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Chamberlain Middle - Enrollment by Grade

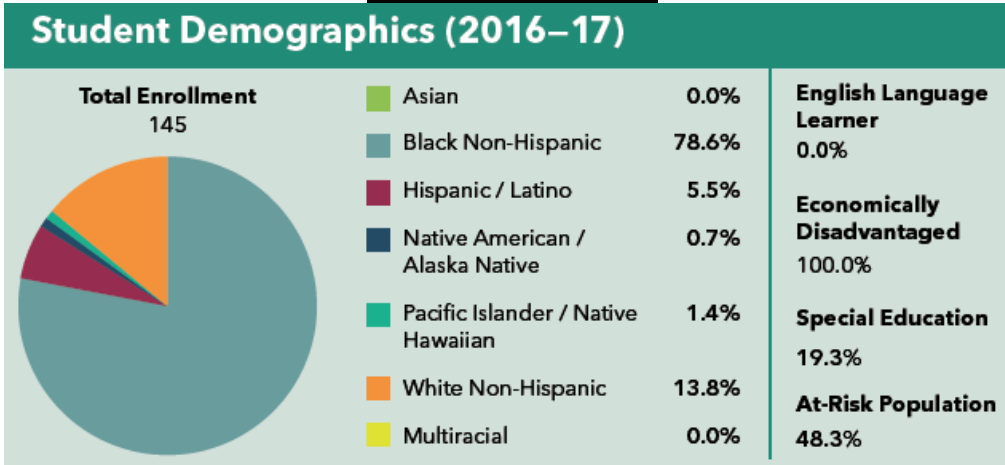
	2012-13	2013-14	2014-15	2015-16	2016-17
4	66	70	66	70	70
5	72	68	72	70	72
6	81	72	67	67	71
7	84	75	67	65	60
8	82	66	71	62	57
Total	385	351	343	334	330

Collegiate Academy



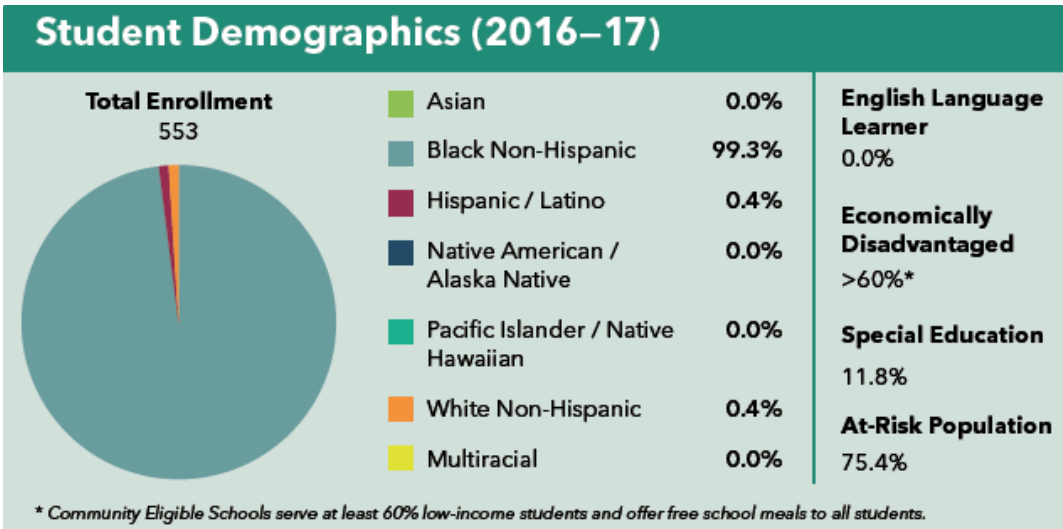
Collegiate Academy - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
8	1				
9	292	240	249	200	167
10	222	213	224	191	183
11	266	209	207	214	194
12	259	252	203	205	207
Total	1040	914	883	810	751

Online Academy



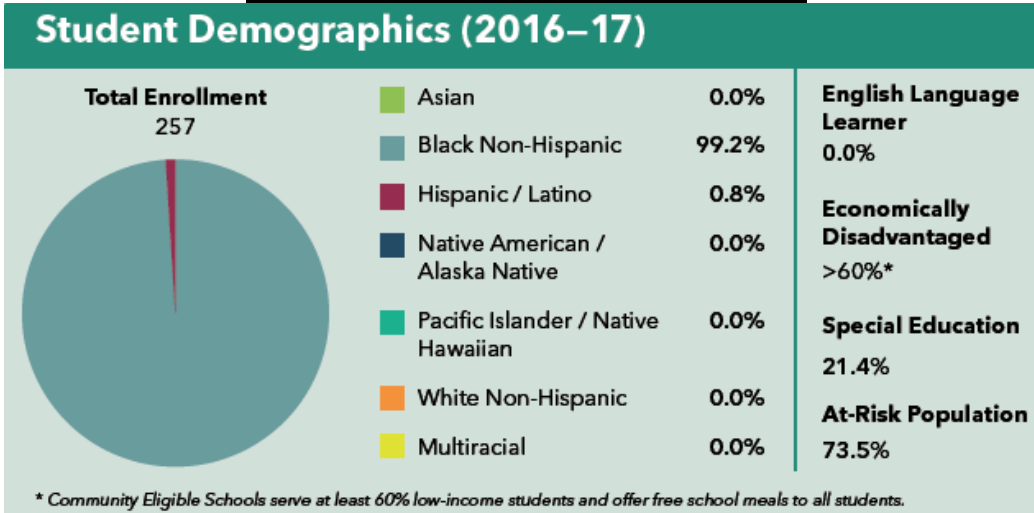
Online Academy - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
K				18	15
1				11	10
2				13	13
3				11	22
4				15	17
5				11	14
6				17	16
7				19	17
8				17	21
Total				132	145

Southeast Elementary



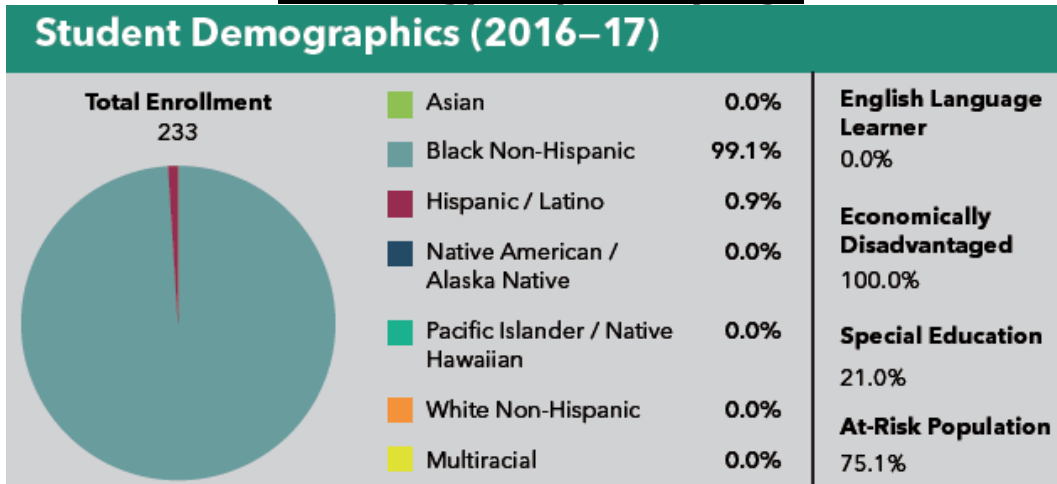
Southeast Elementary - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
PK3	51	55	69	66	64
PK4	56	62	75	72	78
K	81	73	69	67	70
1	69	71	71	67	65
2	69	77	71	72	71
3	74	74	73	65	67
4	78	72	74	70	73
5	73	75	74	67	65
Total	551	559	576	546	553

Technology Preparatory Middle



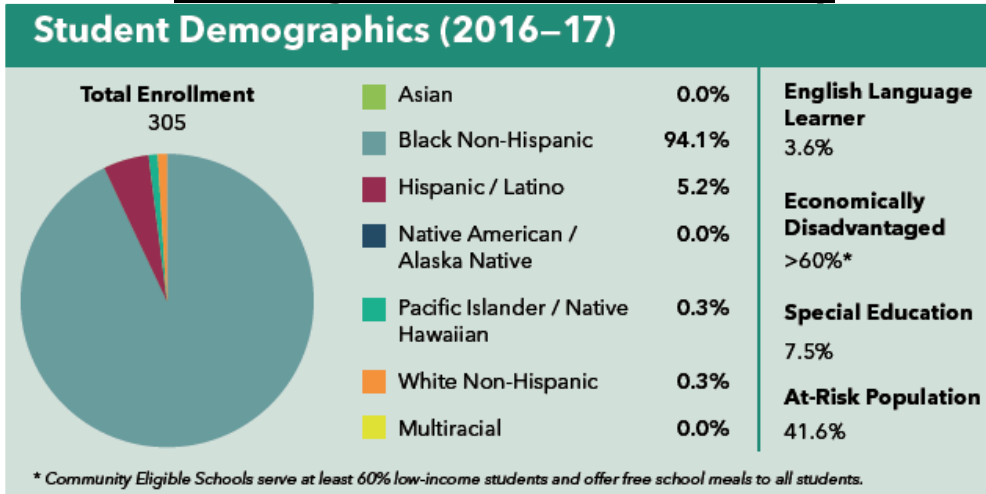
Technology Preparatory Middle - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
6	72	90	115	115	79
7	92	87	111	97	97
8	83	80	76	96	81
Total	247	257	302	308	257

Technology Preparatory High



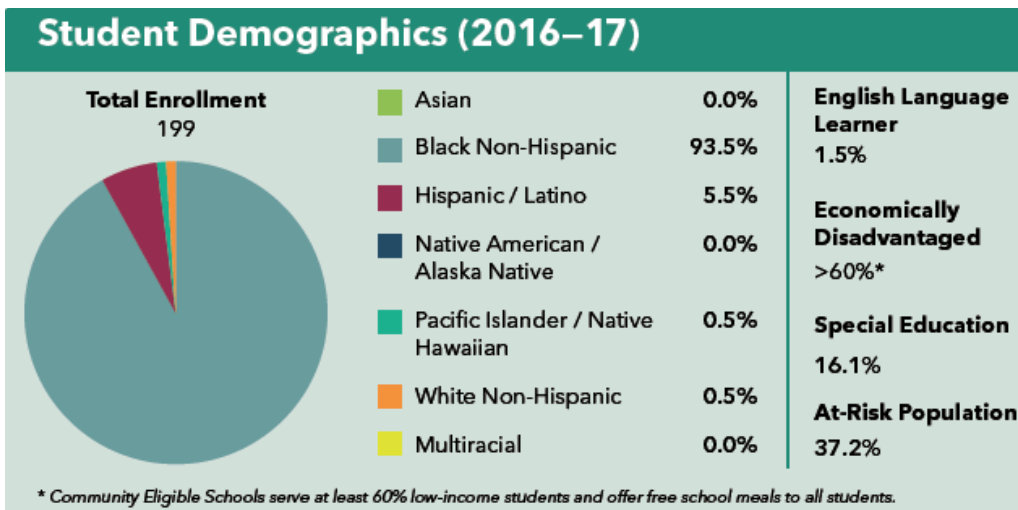
Technology Preparatory High - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
9	89	59	60	78	76
10	33	60	52	54	62
11		30	55	51	48
12			30	52	47
Total	122	149	197	235	233

Woodridge International Elementary



Woodridge Intl Elementary - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
PK3	41	49	47	41	43
PK4	52	54	46	55	56
K	49	48	47	45	64
1	46	52	50	45	46
2	38	46	53	48	48
3	33	41	41	47	48
Total	259	290	284	281	305

Woodridge International Middle



Woodridge Intl Middle - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
4	38	37	33	42	45
5	36	42	37	33	44
6	38	39	30	40	44
7	51	45	35	29	35
8	55	53	33	35	31
Total	218	216	168	179	199

Performance Management Framework (PMF) Outcomes

The school’s overall performance data on the PMFs – which assess reading and math proficiency, academic growth, attendance, re-enrollment, CLASS, as well as other measures for high school – are summarized in the table below.

Friendship PCS - PMF Outcomes							
	2012-13		2013-14		2014-15	2015-16	2016-17
Armstrong Elementary	Campus opened in 2015-16					No tier - 1st year 52.4%	Tier 2 50.1%
Blow-Pierce Elementary	Met 7 of 9 Early Childhood (EC) targets		EC PMF’s 1st year; no scores issued		No PMF scores or tiers due to change in state assessment	Tier 1 75.8%	Tier 1 79.0%
Blow-Pierce Middle	Tier 2 47.5%		Tier 2 54.4%			Tier 1 66.0%	Tier 1 65.9%
Chamberlain Elementary	Met 7 of 9 EC targets		EC PMF’s 1st year; no scores issued			Tier 1 77.2%	Tier 1 84.1%
Chamberlain Middle	Tier 1 67.0%		Tier 1 77.1%			Tier 2 62.1%	Tier 1 66.7%
Collegiate Academy	Tier 2 53.1%		Tier 2 60.4%			Tier 2 51.8%	Tier 2 53.6%
Online Academy	Campus opened in 2015-16					No tier - 1st year 62.8%	Tier 2 58.1%
Southeast Elementary	Met 7 of 7 EC targets (PK3-2)	Tier 2 62.0% (3-5)	EC PMF’s 1st year; no scores issued (PK3-2)	Tier 1 65.2% (3-5)	No PMF scores or tiers due to change in state assessment	Tier 2 44.0%	Tier 2 45.9%
Technology Preparatory Middle	Tier 2 37.5%		Tier 2 39.9%			Tier 2 40.9%	Tier 2 41.0%
Technology Preparatory High	Tier 2 59.4%		Tier 2 55.9%			Tier 2 50.1%	Tier 2 54.5%
Woodridge International Elementary	Met 7 of 9 EC targets		EC PMF’s 1st year; no scores issued			Tier 2 63.6%	Tier 1 83.7%
Woodridge International Middle	Tier 2 49.9%		Tier 1 65.1%			Tier 2 60.2%	Tier 2 54.5%

Notice of Concern

In April 2014, a Notice of Concern was issued to Friendship PCS – Blow Pierce Middle in response to the school’s 29.3% truancy rate. In June 2014, the DC PCSB Board lifted this Notice of Concern based on improved attendance rates and increased efforts by the school to address attendance issues.

Prior Charter Reviews and Renewal

DC PCSB conducted a five-year charter review of Friendship PCS in 2004, and a ten-year review in 2009. DC PCSB renewed the school’s charter in 2013.

Five-Year Review

In February 2004, when Friendship PCS operated four campuses, DC PCSB conducted a five-year charter review of the school. DC PCSB determined that the school met 16 of 18 academic targets, and three of four non-academic performance standards. Based on this review, the DC PCSB Board voted to conditionally continue the school's charter, requiring the school to submit: (a) a plan to address high teacher turnover; (b) documentation that staff overseeing special education programming were properly certified; (c) documentation that all campuses adhered to open enrollment requirements; (d) an explanation of the school's curricular changes, which it had implemented without DC PCSB approval; and (e) a board roster with an odd number of trustees as required by the SRA.¹² In September 2004, the DC PCSB Board voted to lift this conditional continuance and fully continue the school's charter, based on a finding that Friendship PCS had met these conditions.¹³

Ten-Year Review

In February 2009, when Friendship PCS operated five campuses, DC PCSB conducted a ten-year charter review of the school. DC PCSB determined that the school met two of three academic performance standards, and three of four non-academic performance standards, and also met all governance, compliance, and financial standards. DC PCSB found that "[w]hile overall, Friendship [PCS] met the [charter review] standards, individual campuses struggle to meet some academic and non-academic performance standards."¹⁴ Based on this review, the DC PCSB Board voted to continue the school's charter.

Charter Renewal

In 2013, when Friendship PCS operated six campuses¹⁵, it applied for DC PCSB to renew its charter.¹⁶ DC PCSB staff determined that the school fully met six goals and partially met two goals.¹⁷ The fully-met goals related to developing student character and life skills, parent involvement, community service. The school partially met an academic goal related to reading and math. Most campuses had math proficiency and growth rates equal to the DC average, but the school's reading outcomes were weaker. Reading proficiency rates had declined across several campuses, and most campuses had reading growth rates lower than 50%. Friendship PCS partially met another goal related to providing a safe learning environment, based on the school's suspension and expulsion rates, some of

¹² See February 11, 2004, letter from DC PCSB Board Chair Thomas Loughlin to Friendship PCS board chair Donald Hense, attached to this report as Appendix C.

¹³ See September 23, 2004, letter from DC PCSB board chair Thomas Loughlin to Friendship PCS board chair Donald Hense, attached to this report as Appendix D.

¹⁴ See Friendship PCS 10-Year Charter Review, attached to this report as Appendix E.

¹⁵ In the 2013 Renewal Agreement, Friendship PCS reorganized the schools and broke them into more campuses.

¹⁶ See Friendship PCS charter renewal application, attached to this report as Appendix F.

¹⁷ Two of the school's charter goals were not assessed by DC PCSB in its renewal analysis because they had not been historically pursued by the school or measured by DC PCSB.

which exceeded the charter sector average. Based on this analysis, in April 2013 the DC PCSB Board voted to renew the school's charter for a second fifteen-year term.

In the renewal analysis, DC PCSB commended Friendship PCS for its open admission policy, which allowed students in any grade to enroll at the school at any time during the school year. Yet, DC PCSB staff noted two issues it requested the school address. First, DC PCSB noted the low reading proficiency and growth rates at many Friendship PCS campuses and recommended that the school adopt campus-level reading goals in its renewed charter. Second, DC PCSB recommended that Friendship PCS amend its governance structure so that one independent board oversee the school's charter school, with a separate board overseeing other aspects of the school's work. (In addition to the DC charter school, the Friendship PCS board was managing additional schools in Baltimore and, at the time, Anacostia High School for DCPS.) Friendship PCS responded to both of these issues, committing to campus-level reading goals in its renewed charter, reconfiguring its campus structure to create separate elementary schools serving grades PK-3 and middle schools serving grades 4-8, and establishing the Friendship Education Foundation in 2014 to manage Friendship programming unrelated to its DC charter school.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and student academic achievement expectations at least once every five years. Goals and academic achievement expectations are only considered as part of the renewal analysis if they were included in a school’s charter or charter amendment approved by the DC PCSB Board. In February 2015, Friendship PCS amended its charter to revise its PMF as Goals policy to include a new measure for its two new campuses, Online Academy and Armstrong Elementary.

The chart below summarizes DC PCSB’s determinations of whether each academic program met its respective goals and academic expectations. These determinations are further detailed in the body of this report.

Goals and Academic Expectations	Met?
<u>Existing Campuses</u>¹⁸	
At the School Corporation’s five-year review, in the 2017-18 Academic Year, all of the School Corporation’s existing campuses must earn at least 50% on the PMF in two of the most recent five years and not less than Tier 2 for any of the past five years.	
1	Yes¹⁹.
“Improvement Provision” If the above target is not met, PCSB may determine the campus to have met its goals and academic achievement expectations if it has demonstrated consistent improvement over the course of the most recent five-year period.	

¹⁸ Blow Pierce Elementary, Blow Pierce Middle, Chamberlain Elementary, Chamberlain Middle, Collegiate High School, Southeast Academy, Tech Prep Middle, Tech Prep High, Woodridge Elementary, Woodridge Middle

¹⁹ If the Improvement Provision is applied for Tech Prep Middle

Goals and Academic Expectations**Met?****New²⁰ Campuses****At the School Corporation's five-year review in the 2017-18 Academic Year, all of the School Corporation's new campuses must either:****1. Earn at least 50% on the PMF in the 2016-17 Academic Year; or****2. Demonstrate that at least 70% of all students in grades K through 8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms in School Year 2016-17.****2****Yes.****"Improvement Provision"****If the above target is not met, PCSB may determine the campus to have met its goals and academic achievement expectations if it has demonstrated consistent improvement over the course of the most recent five-year period.****Assessment: Friendship PCS met its goals and academic achievement expectations.**

The following table provides an overview of the school's PMF performance. Eleven of twelve campuses earned 50% or higher in two years of eligible data, and none earned a score below Tier 2. These eleven campuses included the school's two new campuses, Armstrong Elementary and Online Academy, meaning that those campuses satisfied Goal 2 under the Charter.²¹

The Technology Preparatory Middle (Tech Prep) campus's overall PMF performance increased consistently from 37.5% to 41.0% during the five-year period, but it has never earned a score of 50% or higher. Given the campus's consistent improvement, DC PCSB staff believe that the DC PCSB Board should exercise its discretion and apply the improvement provision for this campus to determine that the campus has met the goal, meaning that the LEA overall has met its goals.

²⁰ Armstrong Elementary and Online

²¹ Because these campuses satisfied the 50% threshold on the PMF, DC PCSB did not need to evaluate NWEA MAP data for these campuses.

The two goals are combined into one table. The school's PMF trends are detailed on the following pages. DC charter schools did not receive a score on the 2014-15 PMF, given the District of Columbia's transition from the DC CAS to the PARCC statewide assessment.

Friendship PCS - PMF Outcomes								
	2012-13		2013-14		2014-15	2015-16	2016-17	Standard Met
Armstrong Elementary NEW CAMPUS	Campus opened in 2015-16					No tier - 1st year 52.4%	Tier 2 50.1%	Yes
Blow-Pierce Elementary	Met 7 of 9 Early Childhood (EC) targets		EC PMF's 1st year; no scores issued		No PMF scores or tiers due to change in state assessment	Tier 1 75.8%	Tier 1 79.0%	Yes
Blow-Pierce Middle	Tier 2 47.5%		Tier 2 54.4%			Tier 1 66.0%	Tier 1 65.9%	Yes
Chamberlain Elementary	Met 7 of 9 EC targets		EC PMF's 1st year; no scores issued			Tier 1 77.2%	Tier 1 84.1%	Yes
Chamberlain Middle	Tier 1 67.0%		Tier 1 77.1%			Tier 2 62.1%	Tier 1 66.7%	Yes
Collegiate Academy	Tier 2 53.1%		Tier 2 60.4%			Tier 2 51.8%	Tier 2 53.6%	Yes
Online Academy NEW CAMPUS	Campus opened in 2015-16						No tier - 1st year 62.8%	Tier 2 58.1%
Southeast Elementary	Met 7 of 7 EC targets (PK3-2)	Tier 2 62.0% (3-5)	EC PMF's 1st year; no scores issued (PK3-2)	Tier 1 65.2% (3-5)	No PMF scores or tiers due to change in state assessment	Tier 2 44.0%	Tier 2 45.9%	Yes
Technology Preparatory Middle	Tier 2 37.5%		Tier 2 39.9%			Tier 2 40.9%	Tier 2 41.0%	Yes (Improvement Provision)
Technology Preparatory High	Tier 2 59.4%		Tier 2 55.9%			Tier 2 50.1%	Tier 2 54.5%	Yes
Woodridge International Elementary	Met 7 of 9 EC targets		EC PMF's 1st year; no scores issued			Tier 2 63.6%	Tier 1 83.7%	Yes
Woodridge International Middle	Tier 2 49.9%		Tier 1 65.1%			Tier 2 60.2%	Tier 2 54.5%	Yes

Below is an analysis of each campus' performance against the components that make up the PMF score. First is a summary, and then an analysis of each component.

Summary of Performance by PMF Component

Armstrong Elementary					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Campus opened in 2015-16			No tier - 1st year 52.4%	Tier 2 50.1%
Overall	Armstrong Elementary achieved Tier 2 status in SY 2016-17 and SY 2015-16, and earned a score of 50% or higher both years.				
Academic	PK students at Armstrong Elementary demonstrated math growth from SY 2015-16 to SY 2016-17 and achieved the highest scores when compared with other campuses in the LEA. PK reading scores were lower.				
Climate	Armstrong Elementary's in-seat attendance and re-enrollment were lower than sector averages, and its re-enrollment rates were one of the lowest when compared with other campuses in the LEA. Armstrong Elementary's CLASS rates were higher than the charter sector average in Environmental Support but dropped below the charter sector average in SY 2016-17 in both Classroom Organization and Instructional Support.				
Blow Pierce Elementary					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Met 7 of 9 Early Childhood (EC) targets	EC PMF's 1st year; no scores issued	PMF not scored or tiered	Tier 1 75.8%	Tier 1 79.0%
Overall	Blow Pierce Elementary met Tier 1 criteria for the past two years and made improvement from SY 2015-16 to SY 2016-17.				
Academic	Blow Pierce Elementary third grade students scored below the state average in most sub-groups for the past three years on the PARCC assessment in ELA. The largest performance gap was with Female students. On the PARCC assessment in Math, the campus performed better than the state average in "Approaching College and Career Ready" but below in "College and Career Ready." PK students exceeded the PMF floor in both Literacy and Math, but in Literacy, there was a decline since SY 2014-15. In math, PK students at Blow Pierce had one of the highest scores in the LEA. K-2 students at Blow Pierce had above average growth in both Literacy and Math and had the highest Median Conditional Growth Percentile in the LEA.				
Climate	Over the past four years, in-seat attendance rates improved at Blow Pierce Elementary and were just above the charter sector's rate in SY 2016-17. Re-enrollment rates were below the charter sector and were one of the lowest when compared with other campuses in the LEA. On CLASS measures, most scores were below the charter sector but the campus showed improvements each year of this review.				

Blow Pierce Middle					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Tier 2 47.5%	Tier 2 54.4%	PMF not scored or tiered	Tier 1 66.0%	Tier 1 65.9%
Overall	Blow Pierce Middle School achieved Tier 1 status in SY 2015-16 and SY 2016-17, a marked improvement from its initial score in this review period of 47.5% in SY 2012-13.				
Academic	Students at Blow Pierce Middle declined in ELA performance since SY 2015-16 in most subgroups and scoring categories on the PARCC assessment. However, at risk students scored above the state average in both "Approaching College and Career Readiness" and "College and Career Ready" in SY 2016-17. On the Math PARCC, there was an overall increase in performance from SY 2014-15 to SY 2015-16. There was also an increase in students at the "Approaching College and Career Ready" level but a decrease in those at the "College and Career Ready" scores. Students with Disabilities are underperforming the most significantly.				
Climate	In-seat attendance rates at Blow Pierce Middle were consistently lower than the charter sector for the past several years. However, there was slight improvement each year over the past four years. Re-enrollment rates were above the charter sector's rates.				
Chamberlain Elementary					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Met 7 of 9 EC targets	EC PMF's 1st year; no scores issued	PMF not scored or tiered	Tier 1 77.2%	Tier 1 84.1%
Overall	Chamberlain Elementary received Tier 1 status for the past two years and had the highest overall PMF score when compared with the other campuses in the LEA.				
Academic	Chamberlain Elementary met many of the academic goals and targets. Overall, students in PK-grade 3 perform better in Math than in ELA. The school's Math PARCC scores were the highest when compared with other campuses in the LEA. On the PARCC ELA assessment, all students outperformed the state's average in SY 2016-17 and demonstrated growth each year. The one exception was female students at the "College and Career Ready" level. This subgroup dropped in performance in SY 2016-17 and fell below the state's average. On the PARCC Math assessment, all students at Chamberlain Elementary outperformed the state also. Male students made significant growth on this assessment. PK students exceeded the floor goals in Literacy but in SY 2016-17 had the lowest score in the past three years. In Math, these students met the target of 100% in two out of the past four years. In the other years, the floor goal was exceeded and the school had one of the highest scores when compared with other campuses in the LEA. K-2 students had above average growth in Literacy and Math but when compared with other campuses in the LEA, they had some of the lowest scores in Literacy for this age group.				
Climate	Chamberlain Elementary exceeded the charter sector average for in-seat attendance and re-enrollment each year. On CLASS measures, this campus scored below the charter sector in Emotional Support each year but demonstrated growth from year to year. Classroom Organization and Instructional Support increased each year and in SY 2016-17 exceeded the charter sector in both areas.				

Chamberlain Middle					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Tier 1 67.0%	Tier 1 77.1%	PMF not scored or tiered	Tier 2 62.1%	Tier 1 66.7%
Overall	Chamberlain Middle earned Tier 1 status every year of this review. In SY 2016-17, the campus had the highest PMF score when compared with other middle school campuses in the LEA.				
Academic	Chamberlain Middle students perform better, overall, in Math than in ELA. On the ELA PARCC assessment, students performed higher than the state average in "Approaching College and Career Readiness" but lower than the state average at the "College and Career Ready" level. There was improvement overall and in most sub-groups each year. Economically Disadvantaged and At-Risk students outperformed the state average in both scoring categories for the past two years. In Math, students outperformed the state average every year since the PARCC was given. Students with Disabilities dropped in performance in the 4+ score range, though, in SY 2016-17. This was after growth the previous year. Female students were the highest performing subgroup in Math at the campus.				
Climate	The in-seat attendance rates at Chamberlain Middle exceed the charter sector's and are one of the highest when compared with other campuses in the LEA. The re-enrollment rates at Chamberlain Middle are also higher than the charter sector.				
Collegiate Academy					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Tier 2 53.1%	Tier 2 60.4%	PMF not scored or tiered	Tier 2 51.8%	Tier 2 53.6%
Overall	Collegiate Academy earned a PMF score of over 50% every year of this review.				
Academic	Collegiate Academy's students scored below the state average in both ELA and Math on the PARCC every year in every subgroup. In SY 2013-14, students in a few subgroups outperformed the state average, and overall, the percentage of proficiency was closer to the state average. Very few Students with Disabilities achieved at the "Approaching College and Career Ready" score on either PARCC assessment, and no students in this subgroup achieved "College and Career Ready" scores. At the 4+ score level, there was some improvement in both ELA and Math but Collegiate Academy's average was still far below the state's. In other high school measures, including 9th graders on track to graduate, 11th graders scoring 80+ on the PSAT, 12th graders scoring well on the SAT or ACT, and 12th graders enrolled in AP courses or Dual Enrollment Passage rates, students at Collegiate Academy scored below the charter sector in at least two out of the past four years. The 4-year graduation rate and College Acceptance rates were both higher than the charter sector's during the period of this review.				
Climate	Collegiate Academy had higher in-seat attendance and re-enrollment rates than the charter sector. Re-enrollment rates at Collegiate Academy increased over the past three years also.				

Online Academy					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Campus opened in 2015-16			No tier - 1st year 62.8%	Tier 2 58.1%
Overall	Online Academy earned a PMF score of 58.1% in SY 2016-17, satisfying its goal as a new campus. Even though no tier was assigned in SY 2015-16, there was a decrease in the campus's overall PMF score the following year.				
Academic	Online Academy students performed higher overall on the ELA PARCC assessment than on the Math PARCC assessment. In ELA, students at Online Academy performed above the state average overall and in all subgroups except for white students, who performed below the state average both years. On the Math assessment, there was a wider variance of scores. Overall, students scored above the state average in "Approaching College and Career Readiness" but not in "College and Career Ready." More than twice as many students performed at this level in ELA (44.6%) than in Math (22.0%). Another interesting point to note is that the same number of white students scored at the 4+ level in both ELA and Math. Every other subgroup, and on the whole, did significantly better in ELA.				
Climate	In-seat attendance rates at Online Academy are very high. The rates for this campus are above the charter sector and are the highest when compared with all other campuses in the LEA.				
Southeast Elementary					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Met 7 of 7 EC targets (PK3-2) Tier 2 62.0% (3-5)	EC PMF's 1st year; no scores issued (PK3-2) Tier 2 62.0% (3-5)	Hold Harmless, no score or tier	Tier 2 44.0%	Tier 2 45.9%
Overall	Southeast Elementary earned a PMF score above 50% in SYs 2012-13 and 2013-14 but in the most recent two years has scored just at or below 45%. It is one of the lowest performing schools overall in the LEA.				
Academic	Southeast Elementary demonstrated some significant academic struggles in the past two years. In both ELA and Math, students scored below, or significantly below, the state's average overall and in all subgroups. Of particular note was the Students with Disabilities subgroup. In ELA, no students in this subgroup achieved proficiency 4+, and only a few achieved 3+ in Math. This is distinctly different from the overall DC-CAS achievements in SY 2013-14 at the school, although Students with Disabilities still did not perform well at that time. PK students at Southeast Elementary met the floor in their literacy and math goals but underperformed PK students at other Friendship campuses for the past three years. Students in grades K-2 had below average growth in Literacy since SY 2015-16, and there was a significant drop that year from the previous. Students in this grade band are making less growth than their peers at other Friendship campuses that take the same assessment. In Math, K-2 students at Southeast Elementary had above average growth every year, but this was still the smallest growth when compared with other campuses in the LEA.				
Climate	In-seat attendance rates at Southeast Elementary were slightly above the charter sector's. Even though re-enrollment rates at Southeast Elementary were above the charter sector's for the past three years, these rates dropped year after year. On all CLASS measures, there was an upward trend from SY 2013-14 to SY 2015-16, but then there was a drop in SY 2016-17. However, the campus still achieved scores above the charter sector's for the past two years in all areas.				

Tech Prep Middle					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Tier 2 37.5%	Tier 2 39.9%	PMF not scored or tiered	Tier 2 40.9%	Tier 2 41.0%
Overall	Tech Prep Middle has never earned a PMF score at or above 50%. The campus's overall score improved slightly each year of the review period, from 37.5% in SY 2012-13 to 41.0% in SY 2016-17.				
Academic	Overall, students at Tech Prep Middle performed better in ELA than in Math on the PARCC assessments, however performance was still below the state average. On the math assessment, performance was one of the lowest when compared with all other campuses in the LEA and significantly lower than at the Tech Prep High campus. The largest gap in ELA when comparing students at Tech Prep Middle and the state is with male students at both the "Approaching College and Career Readiness" and "College and Career Ready" levels. In Math, this gap is largest for female students.				
Climate	In-seat attendance at Tech Prep Middle was better than the charter sector's average for three out of the four years of this review. Re-enrollment at the campus dropped in SY 2016-17 but in the previous two years was above the charter sector's average.				
Tech Prep High					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Tier 2 59.4%	Tier 2 55.9%	PMF not scored or tiered	Tier 2 50.1%	Tier 2 54.5%
Overall	Tech Prep High earned a PMF score above 50% every year of this review. The campus's highest PMF score was in SY 2012-13.				
Academic	On the ELA PARCC assessment, students at Tech Prep High scored above the state average overall and in most subgroups. At-Risk students struggled the most at both scoring levels. In Math, students at Tech Prep High scored above the state average at the "Approaching College and Career Ready" level but below in "College and Career Ready." There were disparities among all subgroups, but the biggest gaps at both score levels were for At-Risk students, who comprise 75.1% of the school's population. No students in this subgroup performed at the "College and Career Ready" level. On several other high school measures, including 9th graders on track to graduate, 11th grade scores on the PSAT, and 12th grade passing rates on AP courses, Tech Prep High fell below the charter sector's average in at least two of the past four years. There was some growth from SY 2013-14 to SY 2015-16 in the first two measures, but then there was a significant drop. Four-year graduation rates at the campus showed improvement each year and for the past two years were above the charter sector's average. College acceptance rates were also above the charter sector's average and were at 100% for three out of the past four years.				
Climate	In-seat attendance rates at Tech Prep High were above the charter sector's average for all four years of this review. Re-enrollment rates were also higher than the charter sector's but there was a drop in the last year. For the first two years of this review, the re-enrollment rates at Tech Prep High were the highest in the LEA.				

Woodridge International Elementary					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Met 7 of 9 EC targets	EC PMF's 1st year; no scores issued	PMF not scored or tiered	Tier 2 63.6%	Tier 1 83.7%
Overall	Woodridge International Elementary achieved Tier 1 status in SY 2016-17, and made significant overall improvement on PMF measures from the previous year. It is one of the highest performing campuses in the LEA.				
Academic	Students at Woodridge International Elementary struggled on both the ELA and Math PARCC assessments in two of the past three years. In SY 2016-17, there was improvement on the ELA assessment for most subgroups, though. However, Math scores were well below state averages overall and for all subgroups. The biggest gaps were for At-Risk students at the "Approaching College and Career Ready" score level and female students at the "College and Career Ready" level. PK students exceeded the floor goal in both Literacy and Math but since SY 2014-15 had drops in Literacy. The literacy scores at this campus were still the highest when compared with other schools in the LEA, though. K-2 students demonstrated above average growth in at least three of the past four years in Literacy and significantly improved since SY 2014-15. In math, these students had significant improvement in SY 2016-17.				
Climate	In-seat attendance rates at Woodridge International Elementary were above the charter sector's average every year of this review. There was also improvement in the past three years. Re-enrollment rates were also above the charter sector every year and there were improvements each year. In the last year of this review, re-enrollment rates were the highest in the LEA. On two of the CLASS measures, emotional support and classroom organization, Woodridge International Elementary performed above the charter sector's average each year of this review. Instructional Support improved each year and was above the charter sector's average for the past two years.				
Woodridge International Middle					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
PMF Score	Tier 2 49.9%	Tier 1 65.1%	PMF not scored or tiered	Tier 2 60.2%	Tier 2 54.5%
Overall	Woodridge International Middle earned a PMF score above 50% in all but one year, when it earned a score of 49.9%. Its overall score has dropped over ten percentage points since it earned Tier 1 in SY 2013-14.				
Academic	In SY 2016-17, students at Woodridge International Middle scored slightly below the state average on both the ELA and Math PARCC assessments. In ELA, the biggest gap was with Students with Disabilities. None of the students in this subgroup performed at the "College and Career Ready" level any year of the PARCC. Male students performed below the state average almost every year of the PARCC at both score levels and conversely, female students performed above the state average almost every year in both score levels. In Math, a few Students with Disabilities achieved "College and Career Ready" status in SY 2016-17, whereas no students in this subgroup achieved at this level in previous years. Two subgroups, notably Hispanic and Female students, scored higher than their peers at the state level in SY 2016-17 at the "Approaching College and Career Readiness" level. Overall, though, there were drops in performance at this campus from SY 2015-16 to SY 2016-17.				
Climate	In-seat attendance and re-enrollment rates at Woodridge International Middle were above the charter sector's for at least three of the past four years of this review and were one of the highest at any campus in the LEA for the past three years.				

Student Academic Achievement and Progress Measures

The PMF measures progress and achievement in English Language Arts (ELA) and math. The proficiency tables display results for subgroups if more than 10 students took the state assessment. The PMF also includes the following school environment measures: attendance, re-enrollment, and scores from the Classroom Assessment Scoring System (CLASS).

Proficiency: These charts display the results from the state assessments. In SY 2014-15, the state switched to the PARCC assessment. To allow schools an opportunity to adjust to the new assessment, SY 2014-15 PARCC outcomes that were lower than the state average will not be included in charter review analyses regarding goal attainment.

Median Growth Percentile (MGP): An MGP of 50 indicates that a school’s students have average year-to-year growth in reading or math proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance.

Early Childhood (EC): Friendship PCS chose assessments measuring achievement and growth. In SY 2013-14, the EC PMF was in development and no scores were calculated. Starting in SY 2014-15, the assessment results for grades PK through two is “for display only” on the PMF and is not used to calculate a PMF score. However, it is taken into consideration if the school does not meet its goals and academic achievement expectations but can demonstrate improvement in its performance over time. Many charts are color coded according to the following key:

KEY for Campus Rate Data Charts	
3+	<ul style="list-style-type: none"> • A PARCC score of 3 = Approaching College and Career Ready • 3+ denotes the percentage of students who obtained a 3, 4, or 5 on the PARCC
4+	<ul style="list-style-type: none"> • A PARCC score of 4 = College and Career Ready • 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC and are considered proficient in the subject • 4+ is considered to be proficient
n-size	Number of students who took the state assessment
Green	<ul style="list-style-type: none"> • Met the EC PMF floor in SY 2013-14 • Greater than or equal to the state average or charter sector average of the same grade band
Red	<ul style="list-style-type: none"> • Did not meet the EC PMF floor in SY 2013-14 • Less than the state average or charter sector average of the same grade band
No Shading	<ul style="list-style-type: none"> • Data from SY 2014-15, when the state transitioned to PARCC and the school performed below the state average. (Note – as stated above, if the school did better than the state average, this is colored green.) • PK – 2 “display only” data that does not factor into the PMF score

English Language Arts

Proficiency

Blow Pierce Elementary Campus

At Blow Pierce Elementary, only third grade students take the state assessment. In each of the three years assessed in this review, the students' overall ELA proficiency rates were below the state average for "college and career ready" (4+), which is considered to be proficient. In SY 2013-14, the campus's overall ELA proficiency was 24.4 percentage points below the state average, with none of its students with disabilities achieving proficiency. In SY 2016-17 the campus's overall ELA performance on the PARCC declined, with the rates of students scoring a 3+ or 4+ on the PARCC both below the state averages. However, and important to note, several subgroups that comprise the majority population at Friendship PCS—Blow Pierce exceeded the state average for 4+ when compared to similar third grade students across Washington, DC including Black students, Economically Disadvantaged students, At-Risk students, and male students.

Friendship PCS - Blow Pierce Elementary ELA Proficiency Grade 3									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	19.6	44.0	3 +	34.2	44.2	50.8	46.9	39.1	49.6
			4 +	23.7	24.5	23.8	25.7	21.9	27.9
	46		<i>n-size</i>	38		63		64	
Black Non-Hispanic	20.5	36.0	3 +	32.4	36.7	50.8	40.2	39.7	41.5
			4 +	21.6	17.3	23.8	19.5	22.2	19.6
	44		<i>n-size</i>	37		63		63	
Students with Disabilities	0.0	20.5	3 +	N/A	13.5	N/A	18.9	N/A	19.3
			4 +		4.2		8.0		7.3
	10		<i>n-size</i>	<i>n < 10</i>		<i>n < 10</i>		<i>n < 10</i>	
Econ Dis	19.6	34.3	3 +	34.2	33.9	50.8	38.9	39.1	41.8
			4 +	23.7	15.1	23.8	18.4	21.9	19.4
	46		<i>n-size</i>	38		63		64	
At-Risk	N/A		3 +	N/A		45.7	31.4	40.4	34.2
			4 +			17.4	12.7	21.3	13.6
			<i>n-size</i>			46		47	
Male	12.5	39.2	3 +	26.1	40.6	47.1	41.2	42.4	43.6
			4 +	17.4	21.7	20.6	21.8	27.3	23.2
	24		<i>n-size</i>	23		34		33	
Female	27.3	48.8	3 +	46.7	47.9	55.2	52.7	35.5	55.6
			4 +	33.3	27.3	27.6	29.7	16.1	32.7
	22		<i>n-size</i>	15		29		31	

Blow Pierce Middle

Blow Pierce Middle’s ELA proficiency outcomes are similar to those of Blow Pierce Elementary. In each of the years assessed in this review, the campus scored below the state average in reading proficiency but its third-grade At-Risk population, who comprise roughly half of its test takers, scored above the state average for other At-Risk third graders in SYs 2015-16 and 2016-17. Blow Pierce Middle’s strongest ELA performance was in SY 2015-16, when its students exceeded the state average in students nearing proficiency, and most subgroups exceeded the state average as well. Yet in the following year, ELA proficiency declined overall and across every subgroup.

Friendship PCS - Blow Pierce Middle ELA Proficiency Grades 4-8									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	40.6	52.1	3 +	42.2	49.2	62.1	53.0	54.5	55.9
			4 +	13.7	24.8	27.0	28.0	21.6	31.6
	254		n-size	204		174		213	
Black Non-Hispanic	40.2	45.8	3 +	42.1	41.6	61.8	45.9	54.8	48.5
			4 +	13.4	16.4	26.6	19.6	21.9	22.8
	251		n-size	202		173		210	
Students with Disabilities	1.9	21.1	3 +	8.6	13.3	12.9	17.1	9.7	19.0
			4 +	0.0	4.2	0.0	5.1	3.2	6.2
	52		n-size	35		31		31	
Econ Dis	40.6	43.9	3 +	42.2	39.3	62.1	44.6	54.5	48.8
			4 +	13.7	13.9	27.0	18.3	21.6	22.1
	254		n-size	204		174		213	
At-Risk	N/A		3 +	N/A		63.0	38.3	50.9	41.4
			4 +			27.2	13.7	16.7	16.6
			n-size			81		114	
Male	38.6	46.2	3 +	31.7	42.2	54.7	46.0	46.1	48.5
			4 +	13.9	20.0	16.3	23.0	15.7	25.6
	127		n-size	101		86		115	
Female	42.5	58.0	3 +	52.4	56.3	69.3	60.2	64.3	63.3
			4 +	13.6	29.6	37.5	33.1	28.6	37.8
	127		n-size	103		88		98	

Chamberlain Elementary

At Chamberlain Elementary, only third grade students take the state assessment. Of the three years assessed in this charter review, the rate of these students achieving ELA proficiency exceeded the state average in two of the three years. In SY 2015-16, the year it did not exceed the state average, it was only below the state rate by 2.4 percentage points. The campus’s ELA proficiency rates among its subgroups has been strong – Black students, Economically Disadvantaged students, and At-Risk students consistently exceeded the state ELA proficiency rate. While male third grade students performed below the state average in SYs 2013-14 and 2015-16, from SY 2015-16 to SY 2016-17 male student ELA proficiency rates increased from 11.1% to 30.8% scoring a 4+ on the PARCC.

Friendship PCS - Chamberlain Elementary ELA Proficiency Grade 3									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	46.5	44.0	3 +	26.0	44.2	47.9	46.9	57.1	49.6
			4 +	5.5	24.5	23.3	25.7	30.0	27.9
	71		<i>n-size</i>	73		73		70	
Black Non-Hispanic	45.7	36.0	3 +	26.0	36.7	47.9	40.2	57.1	41.5
			4 +	5.5	17.3	23.3	19.5	30.0	19.6
	70		<i>n-size</i>	73		73		70	
Students with Disabilities	N/A	20.5	3 +	N/A	13.5	10.0	18.9	N/A	19.3
			4 +		4.2	10.0	8.0		7.3
	<i>n < 10</i>		<i>n-size</i>	<i>n < 10</i>		10		<i>n < 10</i>	
Econ Dis	46.5	34.3	3 +	26.0	33.9	47.9	38.9	57.1	41.8
			4 +	5.5	15.1	23.3	18.4	30.0	19.4
	71		<i>n-size</i>	73		73		70	
At-Risk	N/A		3 +	N/A		41.3	31.4	47.7	34.2
			4 +			21.7	12.7	25.0	13.6
			<i>n-size</i>			46		44	
Male	33.3	39.2	3 +	16.3	40.6	22.2	41.2	51.3	43.6
			4 +	2.3	21.7	11.1	21.8	30.8	23.2
	33		<i>n-size</i>	43		27		39	
Female	57.9	48.8	3 +	40.0	47.9	63.0	52.7	64.5	55.6
			4 +	10.0	27.3	30.4	29.7	29.0	32.7
	38		<i>n-size</i>	30		46		31	

Chamberlain Middle

The rate of Chamberlain Middle students scoring proficient on the state assessment has been below the state average for each of the three years assessed in this review, although the campus's overall performance on the PARCC for students scoring 3+ has increased each year since the assessment was introduced in SY 2014-15. Some subgroups, including Black students, Economically Disadvantaged students, and At-Risk students, have achieved stronger results, exceeding the state average in each year. However, Students with Disabilities and male students have consistently performed well below the state average.

Friendship PCS - Chamberlain Middle ELA Proficiency Grades 4-8									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	50.7	52.1	3 +	39.8	49.2	52.5	53.0	56.8	55.9
			4 +	12.8	24.8	22.2	28.0	24.8	31.6
	<i>341</i>		<i>n-size</i>	<i>327</i>		<i>316</i>		<i>315</i>	
Black Non-Hispanic	50.7	45.8	3 +	39.5	41.6	52.4	45.9	56.9	48.5
			4 +	12.3	16.4	21.9	19.6	24.6	22.8
	<i>339</i>		<i>n-size</i>	<i>324</i>		<i>315</i>		<i>313</i>	
Students with Disabilities	11.3	21.1	3 +	0.0	13.3	8.3	17.1	8.9	19.0
			4 +	0.0	4.2	4.2	5.1	2.2	6.2
	<i>53</i>		<i>n-size</i>	<i>51</i>		<i>48</i>		<i>45</i>	
Econ Dis	50.7	43.9	3 +	39.8	39.3	52.5	44.6	56.8	48.8
			4 +	12.8	13.9	22.2	18.3	24.8	22.1
	<i>341</i>		<i>n-size</i>	<i>327</i>		<i>316</i>		<i>315</i>	
At-Risk	N/A		3 +	N/A		50.5	38.3	53.3	41.4
			4 +			22.1	13.7	24.1	16.6
			<i>n-size</i>			190		195	
Male	40.1	46.2	3 +	34.4	42.2	40.1	46.0	41.0	48.5
			4 +	9.9	20.0	16.4	23.0	13.7	25.6
	<i>157</i>		<i>n-size</i>	<i>151</i>		<i>152</i>		<i>139</i>	
Female	59.8	58.0	3 +	44.3	56.3	64.0	60.2	69.3	63.3
			4 +	15.3	29.6	27.4	33.1	33.5	37.8
	<i>184</i>		<i>n-size</i>	<i>176</i>		<i>164</i>		<i>176</i>	

Collegiate Academy

At Collegiate Academy, only tenth graders take the state assessment. The campus’s ELA proficiency rates have been below the state average in each year assessed in this charter review. Likewise, in the most recent years, its subgroup ELA proficiency outcomes have been below the state average. In each of the past three years, none of the Students with Disabilities at this campus achieved “college and career ready” (4+) on the PARCC.

Friendship PCS - Collegiate ELA Proficiency Grades 9-12									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	46.1	49.3	3 +	19.0	42.4	29.5	36.9	23.8	43.8
			4 +	7.8	25.1	10.8	21.0	12.5	27.3
	<i>193</i>		<i>n-size</i>	<i>205</i>		<i>176</i>		<i>168</i>	
Black Non-Hispanic	46.1	45.9	3 +	19.0	37.6	29.5	33.1	24.0	39.1
			4 +	7.8	19.6	10.8	17.4	12.6	21.3
	<i>193</i>		<i>n-size</i>	<i>205</i>		<i>176</i>		<i>167</i>	
Students with Disabilities	9.1	15.2	3 +	2.3	11.3	0.0	9.4	2.5	13.7
			4 +	0.0	3.8	0.0	3.9	0.0	5.1
	<i>33</i>		<i>n-size</i>	<i>43</i>		<i>34</i>		<i>40</i>	
Econ Dis	46.1	41.6	3 +	19.0	33.7	29.5	33.1	23.8	38.1
			4 +	7.8	16.5	10.8	17.4	12.5	21.2
	<i>193</i>		<i>n-size</i>	<i>205</i>		<i>176</i>		<i>168</i>	
At-Risk	N/A		3 +	N/A		22.2	25.0	21.2	29.3
			4 +			4.6	11.6	11.5	14.6
			<i>n-size</i>			<i>108</i>		<i>113</i>	
Male	38.2	41.7	3 +	14.5	34.9	20.5	29.6	16.7	35.6
			4 +	4.5	19.2	8.0	15.2	6.2	19.9
	<i>102</i>		<i>n-size</i>	<i>110</i>		<i>88</i>		<i>96</i>	
Female	54.9	56.4	3 +	24.2	49.7	38.6	44.1	33.3	52.0
			4 +	11.6	30.7	13.6	26.6	20.8	34.7
	<i>91</i>		<i>n-size</i>	<i>95</i>		<i>88</i>		<i>72</i>	

Friendship Online Academy

Friendship Online Academy’s ELA proficiency outcomes exceeded the state average in both school years assessed in this charter review. For the most part, its subgroups have exceeded the state average in ELA proficiency.

Friendship PCS - Online Academy ELA Proficiency Grades 3-8					
Subgroup		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State
All	3 +	71.4	51.8	68.7	54.6
	4 +	36.5	27.5	44.6	30.9
	<i>n-size</i>	63		83	
Black Non-Hispanic	3 +	69.4	44.7	61.3	47.1
	4 +	30.6	19.6	38.7	22.1
	<i>n-size</i>	49		62	
White	3 +	75.0	90.9	92.9	93.3
	4 +	66.7	75.3	71.4	81.5
	<i>n-size</i>	12		14	
Students with Disabilities	3 +	N/A	17.4	30.8	19.0
	4 +		5.6	15.4	6.4
	<i>n-size</i>	<i>n < 10</i>		13	
Econ Dis	3 +	71.4	43.4	68.7	48.7
	4 +	36.5	18.3	44.6	23.9
	<i>n-size</i>	63		83	
At-Risk	3 +	58.6	36.8	60.0	39.9
	4 +	10.3	13.4	32.5	16.0
	<i>n-size</i>	29		40	
Male	3 +	72.2	45.0	76.2	47.5
	4 +	30.6	22.7	47.6	25.1
	<i>n-size</i>	36		42	
Female	3 +	70.4	58.7	61.0	61.8
	4 +	44.4	32.4	41.5	36.7
	<i>n-size</i>	27		41	

Southeast Elementary

After transitioning to the PARCC assessment, Southeast Elementary’s overall and subgroup ELA proficiency outcomes have been below the state average for its 3rd-5th graders. None of the campus’s students with disabilities scored at the “approaching expectations” level (3) in SY 2016-17 or proficient (4+).

Friendship PCS - Southeast Elementary ELA Proficiency Grades 3-5									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	53.0	49.4	3 +	40.6	48.5	27.1	51.8	40.3	55.1
	NA		4 +	19.8	25.3	5.7	27.7	12.4	31.4
	215		<i>n-size</i>	212		192		201	
Black Non-Hispanic	52.4	41.9	3 +	40.3	40.7	27.1	44.2	40.0	47.3
			4 +	19.4	16.6	5.7	19.7	12.5	22.3
	212		<i>n-size</i>	211		192		200	
Students with Disabilities	7.9	21.2	3 +	12.5	14.1	3.8	19.4	0.0	20.8
			4 +	3.1	4.4	0.0	6.7	0.0	7.5
	38		<i>n-size</i>	32		26		32	
Econ Dis	53.0	40.1	3 +	40.6	38.3	27.1	43.3	40.3	47.5
			4 +	19.8	14.4	5.7	18.5	12.4	21.9
	215		<i>n-size</i>	212		192		201	
At-Risk	N/A		3 +	N/A		24.3	36.1	37.6	40.2
			4 +			5.7	13.2	10.8	16.2
			<i>n-size</i>			140		149	
Male	43.5	44.4	3 +	34.5	43.6	19.8	46.5	40.0	49.4
			4 +	12.7	21.5	3.1	23.8	10.0	26.5
	108		<i>n-size</i>	110		96		100	
Female	62.6	54.4	3 +	47.1	53.5	34.4	57.2	40.6	60.9
			4 +	27.5	29.0	8.3	31.6	14.9	36.3
	107		<i>n-size</i>	102		96		101	

Tech Prep Middle

The Tech Prep Middle campus has consistently scored below the state average overall and for every subgroup in both meeting college and career ready expectations and approaching. The school’s rates for students with disabilities and male students are well below state averages in every year under review.

Friendship PCS - Tech Prep Middle ELA Proficiency Grades 6-8									
	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	37.8	51.8	3 +	32.7	47.5	39.1	49.8	40.7	53.3
			4 +	8.2	24.8	14.6	26.7	17.4	30.5
	<i>249</i>		<i>n-size</i>	<i>281</i>		<i>294</i>		<i>241</i>	
Black Non-Hispanic	37.8	46.2	3 +	32.6	40.2	39.0	43.1	40.6	46.0
			4 +	8.0	17.0	14.7	19.3	17.2	22.0
	<i>246</i>		<i>n-size</i>	<i>276</i>		<i>292</i>		<i>239</i>	
Students with Disabilities	15.6	20.9	3 +	0	13.1	0.0	16.3	8.3	18.3
			4 +	0	4.2	0.0	5.4	0.0	6.3
	<i>45</i>		<i>n-size</i>	<i>31</i>		<i>57</i>		<i>48</i>	
Econ Dis	37.8	44.3	3 +	32.7	37.7	39.1	41.9	40.7	45.7
			4 +	8.2	14.5	14.6	18.2	17.4	21.4
	<i>249</i>		<i>n-size</i>	<i>281</i>		<i>294</i>		<i>241</i>	
At Risk	N/A		3 +	N/A		32.9	34.9	38.3	38.4
			4 +			12.6	13.2	14.8	15.8
			<i>n-size</i>			<i>207</i>		<i>175</i>	
Male	35.0	45.3	3 +	25.9	41.1	28.0	43.0	27.5	46.1
			4 +	4.4	20.2	8.0	21.8	7.5	24.5
	<i>120</i>		<i>n-size</i>	<i>135</i>		<i>150</i>		<i>120</i>	
Female	40.3	58.2	3 +	39.0	54.0	50.7	56.7	53.7	60.6
			4 +	11.6	29.3	21.5	31.6	27.3	36.5
	<i>129</i>		<i>n-size</i>	<i>146</i>		<i>144</i>		<i>121</i>	

Tech Prep High

The proficiency rates for tenth graders at Tech Prep High are consistently below state rates for high schools overall and for every subgroup.

Friendship PCS - Tech Prep High ELA Proficiency Grades 9-12									
	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	44.1	49.3	3 +	25.5	47.5	36.7	49.8	31.7	53.3
			4 +	5.9	24.8	12.2	26.7	13.3	30.5
	59		<i>n-size</i>	51		49		60	
Black Non-Hispanic	44.8	45.9	3 +	25.5	40.2	36.7	43.1	30.5	46.0
			4 +	5.9	17.0	12.2	19.3	11.9	22.0
	58		<i>n-size</i>	51		49		59	
Students with Disabilities	21.4	15.2	3 +	0.0	13.1	0.0	16.3	9.1	18.3
			4 +	0.0	4.2	0.0	5.4	0.0	6.3
	14		<i>n-size</i>	10		12		11	
Economically Disadvantaged	44.1	41.6	3 +	25.5	37.7	36.7	41.9	31.7	45.7
			4 +	5.9	14.5	12.2	18.2	13.3	21.4
	59		<i>n-size</i>	51		49		60	
At-Risk	N/A		3 +	N/A		32.4	34.9	27.1	38.4
			4 +			10.8	13.2	10.4	15.8
			<i>n-size</i>			37		48	
Male	39.4	41.7	3 +	20.0	41.1	40.0	43.0	23.1	46.1
			4 +	4.0	20.2	16.0	21.8	3.8	24.5
	33		<i>n-size</i>	25		25		26	
Female	50.0	56.4	3 +	30.8	54.0	33.3	56.7	38.2	60.6
			4 +	7.7	29.3	8.3	31.6	20.6	36.5
	26		<i>n-size</i>	26		24		34	
At-Risk	N/A		3 +	N/A		32.4	34.9	27.1	38.4
			4 +			10.8	13.2	10.4	15.8
			<i>n-size</i>			37		48	

Woodridge International Elementary

Woodridge International Elementary’s overall ELA proficiency rates have been below the state average in three of the past four years. For the most part, its subgroup ELA outcomes also were below the state average in SY 2015-16. In SY 2016-17, the campus’s subgroup ELA outcomes improved, with the rate of Black students, Economically Disadvantaged students, and male students scoring a 4+ on the PARCC above the state average.

Friendship PCS - Woodridge International Elementary ELA Proficiency Grade 3									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	34.2	44.0	3 +	51.2	44.2	37.8	46.9	45.8	49.6
			4 +	29.3	24.5	13.3	25.7	22.9	27.9
	38		<i>n-size</i>	41		45		48	
Black Non- Hispanic	33.3	36.0	3 +	52.5	36.7	38.1	40.2	47.8	41.5
			4 +	30.0	17.3	14.3	19.5	23.9	19.6
	36		<i>n-size</i>	40		42		46	
Econ Dis	34.2	34.3	3 +	51.2	33.9	37.8	38.9	45.8	41.8
	NA		4 +	29.3	15.1	13.3	18.4	22.9	19.4
	38		<i>n-size</i>	41		45		48	
At-Risk			3 +			33.3	31.4	27.8	34.2
			4 +			0	12.7	11.1	13.6
			<i>n-size</i>			15		18	
Male	20.0	39.2	3 +	36.8	40.6	32.0	41.2	34.8	43.6
	NA		4 +	26.3	21.7	16.0	21.8	26.1	23.2
	20		<i>n-size</i>	19		25		23	
Female	50.0	48.8	3 +	63.6	47.9	45.0	52.7	56.0	55.6
			4 +	31.8	27.3	10.0	29.7	20.0	32.7
	18		<i>n-size</i>	22		20		25	

Woodridge International Middle

Woodridge International Middle’s overall ELA proficiency rates have been below the state average in three of the past four years. Overall the percentages of Black, Economically Disadvantaged, and female students who scored proficient in SY 2015-16 and SY 2016-17 were higher than the state averages for the same subgroups. However, none of the campus’s Students with Disabilities scored “college and career ready” (4+) in SY 2015-16 or SY 2016-17, and proficiency rates for male and At-Risk students were below state averages in SY 2016-17.

Friendship PCS - Woodridge International Middle ELA Proficiency Grades 4-8									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	47.6	52.1	3 +	51.9	49.2	52.0	53.0	53.6	55.9
			4 +	18.5	24.8	27.5	28.0	26.8	31.6
	206		<i>n-size</i>	162		171		194	
Black Non- Hispanic	47.0	45.8	3 +	50.6	41.6	50.9	45.9	52.7	48.5
			4 +	17.9	16.4	26.7	19.6	26.9	22.8
	202		<i>n-size</i>	156		165		182	
Hispanic	N/A	52.8	3 +	N/A	52.2	N/A	55.3	60.0	58.3
	<i>n < 10</i>		4 +		22.6		27.4	20.0	30.9
			<i>n-size</i>	<i>n < 10</i>		<i>n < 10</i>		10	
Students with Disabilities	11.3	21.1	3 +	3.2	13.3	12.9	17.1	6.5	19.0
			4 +	0.0	4.2	0.0	5.1	0.0	6.2
	53		<i>n-size</i>	31		31		31	
Econ Dis	47.6	43.9	3 +	51.9	39.3	52.0	44.6	53.6	48.8
			4 +	18.5	13.9	27.5	18.3	26.8	22.1
	206		<i>n-size</i>	162		171		194	
At-Risk			3 +			38.5	38.3	41.1	41.4
			4 +			15.4	13.7	16.4	16.6
			<i>n-size</i>			65		73	
Male	37.5	46.2	3 +	42.9	42.2	38.4	46.0	41.2	48.5
			4 +	8.3	20.0	14.0	23.0	16.7	25.6
	112		<i>n-size</i>	84		86		102	
Female	59.6	58.0	3 +	61.5	56.3	65.9	60.2	67.4	63.3
			4 +	29.5	29.6	41.2	33.1	38.0	37.8
	94		<i>n-size</i>	78		85		92	

English Language Arts

Median Growth Percentile

All Friendship middle school campuses and its elementary school campus that serves through fifth grade, Southeast Elementary, have a median growth percentile (MGP) included in its PMF. An MGP of 50 indicates that a school's students have average year-to-year growth in ELA, as compared to other DC students in the same grades and with the same initial state assessment performance. An MGP above 50 indicates that the school's students have above-average year-to-year growth, while an MGP below 50 indicates below-average growth.

Armstrong

There were downward trends for student growth at the Armstrong campus over the past two years. The two-year weighted average²² MGP for all students and for every subgroup was below 50 in SY 2016-17.

Friendship PCS - Armstrong ELA MGP Grades 4-5		
	2015-2016	2016-2017
All	47	42
Black Non-Hispanic	47	42
Hispanic	n < 10	n < 10
English Learners	n < 10	n < 10
Students with Disabilities	26	33
Economically Disadvantaged	47	42
Male	50	43
Female	42	40

²² DC PCSB calculates a two-year weighted average (by n-size) by averaging the school's MGP values from two consecutive years. The two-year weighted average is used to mitigate fluctuations in scores from year to year.

Blow Pierce Middle

Overall, there were positive trends for student growth at Blow Pierce Middle over the past several years. The two-year weighted average²³ MGP for all students and for every subgroup has been above since SY 2014-15, except for Students with Disabilities.

Friendship PCS – Blow Pierce Middle Grades 4-8 Subgroup ELA MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	51	55	61	57
Black Non-Hispanic	51	55	62	57
Students with Disabilities	43	44	44	46
Economically Disadvantaged	51	55	61	57
Male	48	52	57	57
Female	53	57	64	56

Chamberlain Middle

The two-year weighted average MGP for all students and for every subgroup has increased from SY 2015-16 to SY 2016-17. However, the MGP for Students with Disabilities remained below 50, meaning that when compared to Students with Disabilities in the state, the students at Chamberlain Middle had lower year-to-year growth.

Friendship PCS – Chamberlain Middle Grades 4-8 Subgroup ELA MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	53	46	47	54
Black Non-Hispanic	53	46	47	54
Students with Disabilities	42	39	40	42
Economically Disadvantaged	53	46	47	54
Male	51	46	44	50

²³ DC PCSB calculates a two-year weighted average (by n-size) by averaging the school’s MGP values from two consecutive years. The two-year weighted average is used to mitigate fluctuations in scores from year to year.

Friendship PCS – Chamberlain Middle Grades 4-8 Subgroup ELA MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
Female	54	48	50	56

Online Academy

The two-year weighted average²⁴ MGP for all students was above 50 in SYs 2015-16 and 2016-17 indicating students are growing at above average rates.

Friendship PCS - Online Academy ELA MGP Grades 4-8		
	2015-2016	2016-2017
All	52	51
Black Non-Hispanic	51	47
English Learners	n < 10	n < 10
Students with Disabilities	n < 10	n < 10
Economically Disadvantaged	52	51
Male	52	52
Female	56	49

Southeast

The two-year weighted average MGP for all students and for every subgroup has decreased from SY 2013-14 to SY 2016-17. The low growth percentiles in SYs 2015-16 and 2016-17 indicate that students are growing at below average rates when compared to other students in the state.

Friendship PCS - Southeast Academy ELA MGP Grades 4-5				
	2013-2014	2014-2015	2015-2016	2016-2017
All	54	46	35	36

²⁴ DC PCSB calculates a two-year weighted average (by n-size) by averaging the school’s MGP values from two consecutive years. The two-year weighted average is used to mitigate fluctuations in scores from year to year.

Friendship PCS - Southeast Academy ELA MGP Grades 4-5				
	2013-2014	2014-2015	2015-2016	2016-2017
Black Non-Hispanic	54	45	35	37
Hispanic	n < 10	n < 10	n < 10	N/A
White	n < 10	n < 10	N/A	n < 10
Students with Disabilities	62	47	30	33
Economically Disadvantaged	54	46	35	36
Male	54	42	29	33
Female	52	50	42	39

Tech Prep Middle

At Tech Prep Middle, the two-year weighted average MGP and MGP for every subgroup has increased from SY 2015-16 to SY 2016-17. However, the MGP for all students and all subgroups remained below 50, with the exception of female students. For the most part, students at this campus have had below average year-to-year growth for the entire period under review. This lower than average growth is especially concerning given that the campus's overall ELA proficiency rates are also below average, as discussed in the previous section. Students with disabilities are improving at low rates though MGP did go from 29 in SY 2015-16 to 35 in SY 2016-17 however, none are scoring at college and career ready on the PARCC.

Friendship PCS – Tech Prep Middle Grades 4-8 Subgroup ELA MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	44	46	46	48
Black Non-Hispanic	44	46	46	48
Students with Disabilities	39	32	29	35
Economically Disadvantaged	44	46	46	48
Male	39	41	44	46
Female	50	50	49	50

Woodridge International Middle Campus

In SY 2015-16, after the PARCC was introduced, the campus's overall and subgroup ELA MGPs all declined to below 50, with the exception of its female students. The campus's ELA MGP outcomes in the most recent school year again all decreased and were all below 50.

Friendship PCS- Woodridge International Middle Grades 4-8 Subgroup ELA MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	65	57	48	46
Black Non-Hispanic	65	56	47	45
Students with Disabilities	48	45	42	37
Economically Disadvantaged	65	57	48	46
Male	66	59	45	43
Female	61	55	52	49

K-2 ELA Growth

In SY 2014-15, the PMF measured typical growth²⁵ on the Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP). In SYs 2015-16 and 2016-17, DC PCSB used the NWEA-MAP median conditional growth percentile (CGP) as a growth measure for schools that ended before grade four. The CGP for each student is set by the publisher’s 2015 norms, based on the student’s initial assessment score.²⁶ A median CGP of 50 indicates that a school’s students have average year-to-year growth in reading proficiency when compared to students nationwide in the same grades and with the same initial assessment performance.

Friendship PCS had above average results at Blow Pierce Elementary and Chamberlain Elementary in every year considered for this review. In SY 2014-15, students at Woodridge International Elementary had below average growth, but since then have made significant progress and now have better-than-average growth when compared to students nationwide in the same grades and with the same initial assessment performance. At Southeast Elementary, however, students in grades K-2 made much better than average growth in SYs 2013-14 and 2014-15 but since then have fallen below national averages.

Friendship PCS - K-2 Literacy				
Year	2013-14 Growth and Achievement	2014-15 Typical growth ²⁷	2015-16 Median CGP ²⁸	2016-17 Median CGP
Measure	Student Progress: NWEA-MAP assessment in reading			
Blow Pierce Elementary	78.5	74.8	63.5	83.0
Chamberlain Elementary	81.6	63.0	60.5	68.5
Southeast Elementary	87.6	75.4	36.0	49.0
Woodridge International Elementary	77.8	49.7	59.0	75.0

²⁵ When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and with the same starting score.

²⁶ Please see the SY 2016-17 PMF Policy and Technical Guide at www.dcpsb.org/policy/2016-17-pmf-technical-guide.

²⁷ When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and same starting score.

²⁸ A Median CGP (median conditional growth percentile) of 50 indicates that a school’s students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.

English Language Arts

Early Childhood Assessments

Friendship PCS chose its own school assessments to measure PK literacy for the PMF. For each year considered in this review, over 80% of the students met or exceeded the publisher’s expectations for growth by the end of the year.

Friendship PCS - PK Literacy				
Year	2013-14	2014-15	2015-16	2016-17
Measure	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher’s expectations for growth at the end of the year. Floor: ²⁹ 60 Target: ³⁰ 100	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher’s expectations for growth at the end of the year.		
Armstrong Elementary	Campus opened in 2015-16		96.9	92.6
Blow Pierce Elementary	95.5	100	95.9	93.9
Chamberlain Elementary	94.0	100	95.9	94.2
Southeast Elementary	95.5	95.5	93.8	N/A Every Child Ready – 84.2
Woodridge International Elementary	94.9	100	98.9	96.6

²⁹ The floor is the minimum value for which any points are awarded.

³⁰ The target is the value at which the maximum points for a common measure are awarded.

Math

Proficiency

Blow Pierce Elementary

Students in third grade at Blow Pierce Elementary, the vast majority of whom are Black and Economically Disadvantaged, had higher rates than the state average on the Math PARCC in the category of "Approaching College and Career Readiness" (3+) in the past two years overall and in all but one subgroup. The percentage of students who achieved 4+, or "College and Career Ready," in those same years was lower than the state average except for Black and At-Risk students.

Friendship PCS - Blow Pierce Elementary Math Proficiency Grades 3									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	15.2	47.2	3 +	39.5	56.4	71.4	60.2	66.7	63.8
			4 +	7.9	30.2	33.3	37.3	31.7	39.2
	46		<i>n-size</i>	38		63		63	
Black Non-Hispanic	15.9	38.3	3 +	40.5	49.2	71.4	53.8	67.7	57.1
			4 +	8.1	22.8	33.3	30.4	32.3	30.2
	44		<i>n-size</i>	37		63		62	
Students with Disabilities	0.0	25.6	3 +	N/A	21.3	N/A	29.5	N/A	32.9
			4 +		6.0		14.9		14.4
	10		<i>n-size</i>	<i>n < 10</i>		<i>n < 10</i>		<i>n < 10</i>	
Econ Dis	15.2	38.3	3 +	39.5	48.4	71.4	53.6	66.7	58.0
			4 +	7.9	21.7	33.3	29.5	31.7	31.8
	46		<i>n-size</i>	38		63		63	
At-Risk	N/A	N/A	3 +	N/A	N/A	67.4	46.1	69.6	50.0
			4 +			26.1	23.3	34.8	24.3
			<i>n-size</i>			46		46	
Male	16.7	45.9	3 +	39.1	55.7	79.4	57.1	63.6	61.1
			4 +	13.0	31.4	32.4	35.6	30.3	37.9
	24		<i>n-size</i>	23		34		33	
Female	13.6	48.5	3 +	40.0	57.2	62.1	63.3	70.0	66.6
			4 +	0.0	29.0	34.5	39.0	33.3	40.6
	22		<i>n-size</i>	15		29		30	

Blow Pierce Middle

The 4th through 8th grade population at Blow Pierce Middle is similar to that at the Elementary campus. The percentage of students at Blow Pierce Middle who scored 3+ was slightly better than the state average in SY 2016-17, but slightly under the state average in the 4+ score category. The percentage of Students with Disabilities who score 3+ or 4+ has been below the state average every year considered in this review.

Friendship PCS - Blow Pierce Middle Math Proficiency Grades 4-8									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	48.4	57.6	3 +	38.7	47.2	53.4	47.9	52.8	50.2
			4 +	10.8	21.6	24.7	23.8	22.4	25.4
	254		<i>n-size</i>	204		174		214	
Black Non-Hispanic	47.8	51.3	3 +	38.6	40.3	53.2	40.5	53.1	42.4
			4 +	10.4	15.1	24.9	16.4	22.3	17.4
	251		<i>n-size</i>	202		173		211	
Students with Disabilities	11.5	26.6	3 +	5.7	14.6	9.7	17.8	12.5	18.5
			4 +	0.0	3.9	3.2	5.3	0.0	6.0
	52		<i>n-size</i>	35		31		32	
Econ Dis	48.4	50.4	3 +	38.7	38.9	53.4	40.4	52.8	44.8
			4 +	10.8	13.6	24.7	16.0	22.4	18.5
	254		<i>n-size</i>	204		174		214	
At-Risk			3 +			50.6	34.3	45.6	36.0
			4 +			19.7	12.3	19.3	13.4
			<i>n-size</i>			81		114	
Male	48.8	54.9	3 +	35.6	44.2	51.2	45.8	51.7	47.3
			4 +	12.9	20.2	26.7	22.5	23.3	24.0
	127		<i>n-size</i>	101		86		116	
Female	48.0	60.2	3 +	41.7	50.2	55.7	50.1	54.1	53.1
			4 +	8.7	23.0	22.7	25.0	21.4	26.8
	127		<i>n-size</i>	103		88		98	

Chamberlain Elementary

Third grade students at Chamberlain Elementary outperformed students across the state on the Math PARCC in SY 2016-17, both overall and in every subgroup. Male students at this campus have made notable gains since the PARCC was introduced, and for the first time since the assessment began, surpassed the state average in SY 2016-17 for both 3+ and 4+. Female students continue to significantly outperform the male students at this campus.

Friendship PCS - Chamberlain Elementary Math Proficiency Grades 3									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	59.2	47.2	3 +	53.4	56.4	69.9	60.2	80.6	63.8
			4 +	23.3	30.2	38.4	37.3	52.8	39.2
	71		<i>n-size</i>	73		73		72	
Black Non-Hispanic	58.6	38.3	3 +	53.4	49.2	69.9	53.8	80.6	57.1
			4 +	23.3	22.8	38.4	30.4	52.8	30.2
	70		<i>n-size</i>	73		73		72	
Students with Disabilities	N/A	25.6	3 +	N/A	21.3	10.0	29.5	N/A	32.9
			4 +		6.0	10.0	14.9		14.4
	<i>n < 10</i>		<i>n-size</i>	<i>n < 10</i>		10		<i>n < 10</i>	
Econ Dis	59.2	38.3	3 +	53.4	48.4	69.9	53.6	80.6	58.0
			4 +	23.3	21.7	38.4	29.5	52.8	31.8
	71		<i>n-size</i>	73		73		72	
At-Risk	N/A		3 +	N/A		63.0	46.1	80.0	50.0
			4 +			30.4	23.3	44.4	24.3
			<i>n-size</i>			46		45	
Male	57.6	45.9	3 +	51.2	55.7	51.9	57.1	75.6	61.1
			4 +	20.9	31.4	29.6	35.6	46.3	37.9
	33		<i>n-size</i>	43		27		41	
Female	60.5	48.5	3 +	56.7	57.2	80.4	63.3	87.1	66.6
			4 +	26.7	29.0	43.5	39.0	61.3	40.6
	38		<i>n-size</i>	30		46		31	

Chamberlain Middle

Overall, the percentage of students at Chamberlain Middle who scored 3+ or 4+ was higher than the state average every year of the PARCC assessment. Students with Disabilities fell below the state average in the 4+ category in SY 2016-17. Male students at this campus demonstrated a decline in performance in SY 2016-17. They continued to perform above the state average in 3+, but fell just below in 4+. Of all subgroups, female students performed the highest each year of the PARCC at Chamberlain Middle and surpassed the state average in both score categories.

Friendship PCS - Chamberlain Middle Math Proficiency Grades 4-8									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	68.9	57.6	3 +	63.7	47.2	64.2	47.9	68.9	50.2
			4 +	29.0	21.6	28.8	23.8	31.8	25.4
	341		n-size	328		316		318	
Black Non-Hispanic	68.7	51.3	3 +	63.4	40.3	64.1	40.5	68.7	42.4
			4 +	28.9	15.1	28.6	16.4	31.6	17.4
	339		n-size	325		315		316	
Students with Disabilities	18.9	26.6	3 +	15.7	14.6	14.6	17.8	19.1	18.5
			4 +	2.0	3.9	6.2	5.3	4.3	6.0
	53		n-size	51		48		47	
Econ Dis	68.9	50.4	3 +	63.7	38.9	64.2	40.4	68.9	44.8
			4 +	29.0	13.6	28.8	16.0	31.8	18.5
	341		n-size	328		316		318	
At-Risk			3 +			61.6	34.3	66.0	36.0
			4 +			28.9	12.3	32.5	13.4
			n-size			190		197	
Male	66.2	54.9	3 +	60.9	44.2	61.2	45.8	57.0	47.3
			4 +	22.5	20.2	25.7	22.5	23.9	24.0
	157		n-size	151		152		142	
Female	71.2	60.2	3 +	66.1	50.2	67.1	50.1	78.4	53.1
			4 +	34.5	23.0	31.7	25.0	38.1	26.8
	184		n-size	177		164		176	

Collegiate Academy

The percentage of tenth grade students at Collegiate Academy who were proficient in math (was significantly below the state average for every year included in this review. The subgroup that showed the most gains were males at both the 3+ score level and the "4+ one. In SY 2016-17, almost twice as many male students scored a 3+ on the PARCC compared to the year before. These scores are still significantly lower than the state's averages, though. All subgroups of students have remained relatively stagnant in their performance at the 4+ score level over the past two school years, though male students improved slightly in this category in SY 2016-17 while female students declined slightly.

Friendship PCS - Collegiate Academy Math Proficiency Grades 9-12									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	47.2	51.0	3 +	17.1	44.7	17.5	43.9	22.4	46.1
			4 +	1.0	17.8	3.5	20.3	3.5	23.1
	<i>193</i>		<i>n-size</i>	<i>385</i>		<i>143</i>		<i>170</i>	
Black Non- Hispanic	47.2	47.3	3 +	17.1	33.0	17.5	31.8	22.5	34.3
			4 +	1.0	7.7	3.5	9.2	3.6	11.9
	<i>193</i>		<i>n-size</i>	<i>385</i>		<i>143</i>		<i>169</i>	
Students with Disabilities	21.2	18.3	3 +	2.7	10.6	6.2	11.4	8.3	8.7
			4 +	0.0	1.4	0.0	3.2	0.0	1.4
	<i>33</i>		<i>n-size</i>	<i>74</i>		<i>32</i>		<i>36</i>	
Econ Dis	47.2	44.2	3 +	17.1	29.2	17.5	27.8	22.4	41.5
			4 +	1.0	7.0	3.5	7.5	3.5	18.9
	<i>193</i>		<i>n-size</i>	<i>385</i>		<i>143</i>		<i>170</i>	
At-Risk	N/A		3 +	N/A		13.2	20.9	22.2	23.6
			4 +			1.1	5.2	0.9	5.8
			<i>n-size</i>			<i>91</i>		<i>117</i>	
Male	41.2	45.6	3 +	11.6	41.9	12.9	41.6	24.5	45.1
			4 +	1.0	16.8	3.2	19.5	3.9	22.1
	<i>102</i>		<i>n-size</i>	<i>198</i>		<i>62</i>		<i>102</i>	
Female	53.8	56.0	3 +	23.0	47.3	21.0	46.1	19.1	47.1
			4 +	1.1	18.9	3.7	21.0	2.9	24.0
	<i>91</i>		<i>n-size</i>	<i>187</i>		<i>81</i>		<i>68</i>	

Online Academy

Third through eighth grade students at Friendship Online Academy vary widely in their performance on the PARCC when compared with state averages. On the positive side, the entire school population qualifies as Economically Disadvantaged, and the school's rate of proficiency is higher for this subgroup than the state average. However, with most other subgroups, including At-Risk students, rates fluctuate and rates are below the state average for 4+.

Friendship PCS - Online Math Proficiency Grades 3-8					
Subgroup		2015-2016 PARCC		2016-2017 PARCC	
		School	State	School	State
All	3 +	53.2	50.6	57.3	53.0
	4 +	24.2	26.7	22.0	28.3
	<i>n-size</i>	62		82	
Black Non-Hispanic	3 +	49.0	43.2	50.8	45.4
	4 +	18.4	19.3	13.1	20.0
	<i>n-size</i>	49		61	
White	3 +	72.7	91.0	85.7	93.0
	4 +	54.5	74.6	71.4	76.7
	<i>n-size</i>	11		14	
Students with Disabilities	3 +	N/A	20.0	16.7	21.3
	4 +		7.1	8.3	7.6
	<i>n-size</i>	<i>n < 10</i>		12	
Econ Dis	3 +	53.2	43.2	57.3	47.0
	4 +	24.2	19.0	22.0	21.8
	<i>n-size</i>	62		82	
At-Risk	3 +	27.6	35.8	35.9	36.9
	4 +	0.0	12.1	5.1	14.7
	<i>n-size</i>	29		39	
Male	3 +	58.3	48.2	61.0	50.2
	4 +	25.0	25.4	17.1	26.9
	<i>n-size</i>	36		41	
Female	3 +	46.2	53.0	53.7	55.9
	4 +	23.1	28.1	26.8	29.7
	<i>n-size</i>	26		41	

Southeast Elementary

The percentages of third through fifth grade students at Southeast Elementary who scored 3+ or 4+ on the math PARCC were well below the state averages overall and in all subgroups for the past two school years. The largest gaps in performance when compared with state averages in SY 2016-17 were Students with Disabilities scoring 3+ and female students scoring 4+; both were over 20 percentage points below the state average. In addition, none of the campus's students with disabilities scored 4+ last year.

Friendship PCS - Southeast Elementary Math Proficiency Grades 3-5									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	57.4	47.2	3 +	54.7	54.5	39.6	57.2	44.0	59.3
			4 +	25.0	27.9	15.6	33.2	15.5	34.1
	<i>216</i>		<i>n-size</i>	<i>212</i>		<i>192</i>		<i>200</i>	
Black Non-Hispanic	57.3	38.3	3 +	54.5	46.8	39.6	49.8	43.7	51.8
			4 +	24.6	20.0	15.6	25.1	15.6	25.0
	<i>213</i>		<i>n-size</i>	<i>211</i>		<i>192</i>		<i>199</i>	
Students with Disabilities	23.1	25.6	3 +	21.9	19.6	7.7	26.4	6.2	26.8
			4 +	6.2	5.8	3.8	10.9	0.0	10.5
	<i>39</i>		<i>n-size</i>	<i>32</i>		<i>26</i>		<i>32</i>	
Econ Dis	57.4	38.3	3 +	54.7	45.9	39.6	49.8	44.0	52.4
			4 +	25.0	18.6	15.6	24.5	15.5	26.0
	<i>216</i>		<i>n-size</i>	<i>212</i>		<i>192</i>		<i>200</i>	
At-Risk	N/A		3 +	N/A		37.9	42.8	39.2	45.1
			4 +			17.9	19.2	16.9	20.0
			<i>n-size</i>			<i>140</i>		<i>148</i>	
Male	60.2	45.9	3 +	52.7	52.8	34.4	55.1	42.0	57.3
			4 +	23.6	27.6	13.5	32.0	17.0	33.4
	<i>108</i>		<i>n-size</i>	<i>110</i>		<i>96</i>		<i>100</i>	
Female	54.6	48.5	3 +	56.9	56.2	44.8	59.4	46.0	61.4
			4 +	26.5	28.2	17.7	34.3	14.0	34.9
	<i>108</i>		<i>n-size</i>	<i>102</i>		<i>96</i>		<i>100</i>	

Tech Prep Middle

The percentages of sixth through eighth grade students at Tech Prep Middle who scored 3+ or 4+ were significantly below the state average overall and in each subgroup in SY 2016-17. The largest gap in performance was for male students, who scored below the state average by over 20 percentage points in 4+. For the last two years, state-wide rates for all students and for every subgroup earning 4+ are at minimum double the rate of students at Tech Prep Middle.

Friendship PCS - Tech Prep Middle Math Proficiency Grades 6-8									
	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	48.6	58.5	3 +	27.3	48.3	27.2	49.2	29.5	51.9
			4 +	2.8	22.4	8.2	25.4	7.5	27.4
	<i>249</i>		<i>n-size</i>	<i>282</i>		<i>294</i>		<i>241</i>	
Black Non-Hispanic	48.0	52.9	3 +	27.1	40.6	27.1	41.2	29.3	43.7
			4 +	2.9	15.2	7.9	17.5	7.1	18.7
	<i>246</i>		<i>n-size</i>	<i>277</i>		<i>292</i>		<i>239</i>	
Students with Disabilities	24.4	25.9	3 +	2.2	15.0	3.3	18.6	8.3	19.7
			4 +	0	3.9	0	6.5	2.1	6.8
	<i>45</i>		<i>n-size</i>	<i>45</i>		<i>60</i>		<i>48</i>	
Econ Dis	48.6	51.8	3 +	27.3	39.1	27.2	40.4	29.5	43.8
			4 +	2.8	14.0	8.2	16.9	7.5	19.0
	<i>249</i>		<i>n-size</i>	<i>282</i>		<i>294</i>		<i>241</i>	
At-Risk	N/A		3 +	N/A		21.8	33.8	28.0	36.5
			4 +			5.3	12.9	6.9	14.1
			<i>n-size</i>			<i>206</i>		<i>175</i>	
Male	46.7	55.3	3 +	24.4	45.8	25.8	46.9	26.7	49.3
			4 +	2.2	21.6	6.6	24.2	5.8	26.1
	<i>120</i>		<i>n-size</i>	<i>135</i>		<i>151</i>		<i>120</i>	
Female	50.4	61.7	3 +	29.9	50.9	28.7	51.5	32.2	54.4
			4 +	3.4	23.3	9.8	26.5	9.1	28.7
	<i>129</i>		<i>n-size</i>	<i>147</i>		<i>143</i>		<i>121</i>	

Tech Prep High

The percentages of students at Tech Prep High who scored a 3+ or 4+ on the math PARCC in SYs 2015-16 and 2016-17 were significantly below the state averages, with no students scoring 4+, which is considered to be proficient.

Friendship PCS - Tech Prep High Math Proficiency Grades 9-12									
	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	50.8	51.0	3 +	24.0	47.7	10.9	48.4	10.4	51.3
			4 +	0.0	22	0.0	24.8	0.0	26.9
	59		<i>n-size</i>	50		55		48	
Black Non-Hispanic	50.0	47.3	3 +	24.0	40.4	11.1	40.8	10.4	43.5
			4 +	0.0	15.2	0.0	17.4	0.0	18.6
	58		<i>n-size</i>	50		54		48	
Students with Disabilities	28.6	18.3	3 +	N/A	15	0.0	18.3	0.0	19.7
			4 +		3.9	0.0	6.4	0.0	6.8
	14		<i>n-size</i>	<i>n < 10</i>		13		11	
Economically Disadvantaged	50.8	44.2	3 +	24.0	39	10.9	40.3	10.4	43.7
			4 +	0.0	14	0.0	16.9	0.0	19
	59		<i>n-size</i>	50		55		48	
At-Risk	N/A		3 +	N/A		7.5	33.7	12.2	36.5
			4 +			0.0	12.9	0.0	14.2
			<i>n-size</i>			40		41	
Male	51.5	45.6	3 +	9.5	45.1	8.7	46.1	8.3	48.7
			4 +	0.0	21.2	0.0	23.6	0.0	25.6
	33		<i>n-size</i>	21		23		24	
Female	50.0	56.0	3 +	34.5	50.2	12.5	50.7	12.5	54.0
			4 +	0.0	22.9	0.0	26.1	0.0	28.2
	26		<i>n-size</i>	29		32		24	

Woodridge International Elementary

The percentage of third grade students at Woodridge International Elementary who scored proficient was well below the state average overall and in all subgroups for the past two school years. The largest gaps in performance when compared with state averages in SY 2016-17 were At-Risk students scoring 3+ and female students scoring 4+; both were over 20 percentage points below the state average.

Friendship PCS - Woodridge International Elementary Math Proficiency Grade 3									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	31.6	47.2	3 +	68.3	56.4	44.4	60.2	47.9	63.8
			4 +	39.0	30.2	15.6	37.3	18.8	39.2
	38		n-size	41		45		48	
Black Non-Hispanic	27.8	38.3	3 +	67.5	49.2	47.6	53.8	45.7	57.1
			4 +	40.0	22.8	16.7	30.4	17.4	30.2
	36		n-size	40		42		46	
Econ Dis	31.6	38.3	3 +	68.3	48.4	44.4	53.6	47.9	58.0
			4 +	39.0	21.7	15.6	29.5	18.8	31.8
	38		n-size	41		45		48	
At-Risk			3 +			40.0	46.1	22.2	50.0
			4 +			13.3	23.3	5.6	24.3
			n-size			15		18	
Male	15.0	45.9	3 +	68.4	55.7	40.0	57.1	43.5	61.1
			4 +	26.3	31.4	16.0	35.6	17.4	37.9
	20		n-size	19		25		23	
Female	50.0	48.5	3 +	68.2	57.2	50.0	63.3	52.0	66.6
			4 +	50.0	29.0	15.0	39.0	20.0	40.6
	18		n-size	22		20		25	

Woodridge International Middle Campus

Fourth through eighth grade students at Woodridge International Middle dropped in performance from SY 2015-16 to SY 2016-17 overall and in almost all subgroups. The only exception was Students with Disabilities at the 4+ level, although this was still lower than the state average. However, several subgroups still performed better than the state average in SY 2016-17, most notably Hispanic and Female students at the 3+ level. Each of these subgroups scored approximately six percentage points higher than the state averages.

Friendship PCS - Woodridge International Middle Math Proficiency Grades 4-8									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
All	58.7	57.6	3 +	50.3	47.2	56.0	47.9	49.0	50.2
			4 +	18.4	21.6	24.6	23.8	18.6	25.4
	206		n-size	163		175		194	
Black Non-Hispanic	58.4	51.3	3 +	49.0	40.3	55.6	40.5	47.8	42.4
			4 +	17.8	15.1	24.3	16.4	18.1	17.4
	202		n-size	157		169		182	
Hispanic	N/A	61.7	3 +	N/A	50.9	N/A	52.6	60.0	53.2
			4 +		20.2		23.4	20.0	24.9
	n < 10		n-size	n < 10		n < 10		10	
Students with Disabilities	20.8	26.6	3 +	15.6	14.6	20.0	17.8	9.7	18.5
			4 +	0.0	3.9	0.0	5.3	3.2	6.0
	53		n-size	32		35		31	
Econ Dis	58.7	50.4	3 +	50.3	38.9	56.0	40.4	49.0	44.8
			4 +	18.4	13.6	24.6	16.0	18.6	18.5
	206		n-size	163		175		194	
At-Risk	N/A		3 +	N/A		41.2	34.3	38.4	36.0
			4 +			16.2	12.3	13.7	13.4
			n-size			68		73	
Male	52.7	54.9	3 +	42.4	44.2	46.7	45.8	40.2	47.3
			4 +	9.4	20.2	13.3	22.5	12.7	24.0
	112		n-size	85		90		102	
Female	66.0	60.2	3 +	59.0	50.2	65.9	50.1	58.7	53.1
			4 +	28.2	23.0	36.5	25.0	25.0	26.8
	94		n-size	78		85		92	

Math

Median Growth Percentile

A median growth percentile (MGP) of 50 indicates that a school's students have average year-to-year growth in math, as compared to other DC students in the same grades and with the same initial state assessment performance. An MGP above 50 indicates that the school's students have above-average year-to-year growth, while an MGP below 50 indicates below-average growth.

Armstrong

The two-year weighted average MGP for all students and for every subgroup has been above 50 since SY 2015-16. This indicates that students have above-average year-to-year growth.

Friendship PCS - Armstrong Math MGP Grades 4-5		
	2015-2016	2016-2017
All	54	57
Black Non-Hispanic	54	55
Hispanic	n < 10	n < 10
English Learners	n < 10	n < 10
Students with Disabilities	63	54
Economically Disadvantaged	54	57
Male	58	59
Female	53	56

Blow Pierce Middle

Student growth improved at Blow Pierce Middle over the past several years. The two-year weighted average MGP for all students and for every subgroup has been above 50 since SY 2013-14, except for Students with Disabilities.

Friendship PCS – Blow Pierce Middle Grades 4-8 Subgroup Math MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	56	56	58	61
Black Non-Hispanic	56	56	58	61
Students with Disabilities	38	43	47	48
Economically Disadvantaged	56	56	58	61
Male	51	59	57	62
Female	58	52	58	57

Chamberlain Middle

In SY 2015-16, after the PARCC was introduced, the campus's overall and subgroup math MGPs were all above 50, with the exception of its Students with Disabilities. In SY 2016-17 the growth rates went down slightly but were still above 50, indicating that the campus's students have above-average year-to-year growth.

Friendship PCS – Chamberlain Middle Grades 5-8 Subgroup Math MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	65	69	61	59
Black Non-Hispanic	65	69	61	58
Students with Disabilities	45	51	45	44
Economically Disadvantaged	65	69	61	59
Male	65	70	61	56
Female	64	68	62	62

Online Academy

The two-year weighted average MGP for all students and for every subgroup has been above 50 since SY 2015-16 with the exception of males in SY 2015-16. This indicates that students have above-average year-to-year growth.

Friendship PCS - Online Academy Math MGP Grades 4-8		
	2015-2016	2016-2017
All	57	58
Black Non-Hispanic	57	56
Hispanic	N/A	n < 10
Pacific Islander	n < 10	n < 10
English Learners	n < 10	n < 10
Students with Disabilities	n < 10	n < 10
Economically Disadvantaged	57	58
Male	48	54
Female	61	58

Southeast Academy

The students at Southeast Academy had very high growth percentiles in SY 2013-14. These percentiles decreased in SYs 2015-16 and 2016-17. This indicates that the students are growing at a lower than average rate when compared to students across the state. This was true for all subgroups in SY 2016-17.

Friendship PCS - Southeast Academy Math MGP Grades 4-5				
	2013-2014	2014-2015	2015-2016	2016-2017
All	65	57	48	47
Black Non-Hispanic	65	58	48	47
Hispanic	n < 10	n < 10	n < 10	N/A
White	n < 10	n < 10	N/A	N/A
Students with Disabilities	71	48	31	36
Economically Disadvantaged	65	57	48	47
Male	64	53	46	45
Female	69	62	51	48

Tech Prep Middle

The students at Tech Prep Middle had very low growth scores each year that was considered for this review. These low scores indicate that the students are growing at a lower than average rate when compared to students across the state.

Friendship PCS – Tech Prep Middle Math MGP Grades 4-8				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	43	47	42	41
Black Non-Hispanic	43	47	42	41
Students with Disabilities	38	33	25	32
Economically Disadvantaged	43	47	42	41
Male	38	46	42	39
Female	47	46	42	44

Woodridge International Middle Campus

In SY 2015-16, after the PARCC was introduced, the campus’s overall and subgroup math MGPs were all above 50. The school’s math MGP outcomes in the most recent school year went down slightly, with male students going down to 49, but all other subgroups and overall MGP remaining above 50.

Friendship PCS – Woodridge International Middle Math MGP Grades 4-8				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	61	57	55	51
Black Non-Hispanic	61	57	55	51
Students with Disabilities	42	38	54	52
Economically Disadvantaged	61	57	55	51
Male	54	51	53	49
Female	68	64	60	55

Math

K-2 Growth

In SY 2014-15 the PMF measured typical growth on the NWEA MAP. In SYs 2015-16 and 2016-17, DC PCSB used the NWEA MAP median CGP as a growth measure for schools that ended before grade four. The CGP for each student is set by the publisher's 2015 norms, based on the student's initial assessment score.³¹ A median CGP of 50 indicates that a school's students have average year-to-year growth in reading proficiency when compared to students nationwide in the same grades and with the same initial assessment performance.

Friendship PCS had strong results in math growth in every year considered for the review. In SYs 2015-16 and 2016-17, students at all campuses had better-than-average growth when compared to students nationwide in the same grades and with the same initial assessment performance.

Friendship PCS - K-2 Math				
Year	2013-14 Growth and Achievement	2014-15 Typical growth ³²	2015-16 Median CGP ³³	2016-17 Median CGP
Measure	Student Progress: NWEA-MAP assessment in math			
Blow Pierce Elementary	87.2	81.0	79.0	97.0
Chamberlain Elementary	91.7	85.9	88.0	84.0
Southeast Elementary	93.6	85.5	50.0	78.0
Woodridge International Elementary	84.7	67.7	52.0	95.0

³¹ Please see the 2016-17 PMF Policy and Technical Guide at www.dcpsb.org/policy/2016-17-pmf-technical-guide.

³² When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and same starting score.

³³ A Median CGP (median conditional growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.

Math

Early Childhood Assessments

Friendship PCS chose its own school assessments to measure PK literacy for the PMF. Starting in SY 2014-15 through to SY 2016-17, the results on these assessments are for display only and do not factor into the campus's PMF score. Over 90% of students met or exceed the publisher's expectations for growth by the end of the school year.

Friendship PCS - PK Math				
Year	2013-14	2014-15	2015-16	2016-17
Measure	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor: ³⁴ 60 Target: ³⁵ 100	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.		
Armstrong Elementary	Campus opened in 2015-16		88.4	99.2
Blow Pierce Elementary	95.5	100	95.9	97.4
Chamberlain Elementary	96.4	100	100	97.1
Southeast Elementary	95.5	95.5	95.3	77.0
Woodridge International Elementary	92.9	98.6	98.9	96.6

³⁴ The floor is the minimum value for which any points are awarded.

³⁵ The target is the value at which the maximum points for a common measure are awarded.

High School PMF Metrics

The following table details how DC PCSB measures various high school metrics.

Indicator	Notes
Ninth grade students on track to graduate	DC PCSB calculates the percentage of ninth grade students earning enough credits to be on track to meet OSSE/LEA graduation requirements in four years.
PSAT	DC PCSB calculates the percentage of eleventh grade students scoring a combined score of at least 80 on the PSAT.
SAT	DC PCSB calculates the percentage of twelfth grade students scoring at least 800 on the SAT (math plus critical reading score) or 16 on the ACT.
Advanced Placement (AP), International Baccalaureate (IB), dual enrollment	DC PCSB calculates this rate by dividing the number of passing AP/IB exams and dual enrollment courses by the number of twelfth grade students.
High School graduation rate	DC PCSB calculates an adjusted cohort graduation rate by dividing the number of graduating seniors by the number of students who started in the cohort's ninth grade class.
College Acceptance	DC PCSB measures the percentage of twelfth grade students accepted in a full-time college program.

Ninth Grade Students on Track to Graduate

The rate of ninth grade Collegiate Academy students on track to graduate has been below the charter sector average in two of the past four years. While Tech Prep High's outcomes exceeded the charter sector in three of the past four years, its rate declined from SY 2015-16 to SY 2016-17. Last year, both Collegiate Academy and Tech Prep High had rates below the charter sector average. Despite this, Collegiate Academy has one of the highest graduation rates in the charter sector.

Friendship PCS								
Ninth grade students on track to graduate								
	2013-14		2014-15		2015-16		2016-17	
	School	Charter	School	Charter	School	Charter	School	Charter
Collegiate Academy	93.9%	72.0%	65.3%	73.4%	76.0%	75.9%	78.0%	82.4%
Tech Prep High	81.0%		83.8%		87.5%		79.1%	

PSAT

The rate of Collegiate Academy students scoring 80 or higher on the PSAT has been below the charter sector in each of the past four years. While Tech Prep High’s PSAT outcomes exceeded the charter sector in three of the past four years, its rate on this metric has declined over each of the past four years, and was lower than the charter sector average in the most recent school year. This measure is an indicator of college success.

Friendship PCS								
11th grade students scoring 80+ on PSAT								
	2013-14		2014-15		2015-16		2016-17	
	School	Charter	School	Charter	School	Charter	School	Charter
Collegiate Academy	20.0%	29.6%	18.3%	24.2%	14.0%	29.2%	16.2%	26.5%
Tech Prep High	38.8%		25.0%		33.3%		20.5%	

SAT/ACT

The rate of Friendship PCS students scoring 800+ on the SAT or 16+ on the ACT has varied greatly over the past four years, but has been significantly below the charter sector’s average for the past two years at both Collegiate Academy and Tech Prep High. This metric captures how ready students are for college and career, and in SY 2016-17, just over one third of Friendship PCS students earned an 800 on the SAT or a 16 on the ACT.

Friendship PCS								
12th grade students scoring 800 on the SAT (math plus critical reading score) or 16 on the ACT								
	2013-14		2014-15		2015-16		2016-17	
	School	Charter	School	Charter	School	Charter	School	Charter
Collegiate Academy	12.1%	37.5%	35.1%	40.8%	4.4%	44.3%	36.7%	54.4%
Tech Prep High	7.5%		51.6%		15.3%		36.4%	

Advanced Placement/Dual Enrollment (AP/DE)

Both campuses have had rates of AP/DE below the sector average in the past two years, with Tech Prep High significantly below.

Friendship PCS								
12th grade students Advanced Placement/Dual Enrollment Passage Rates								
	2013-14		2014-15		2015-16		2016-17	
	School	Charter	School	Charter	School	Charter	School	Charter
Collegiate Academy	11.1%	10.2%	24.9%	22.5%	24.5%	25.2%	25.1%	28.2%
Tech Prep High	7.5%		17.2%		15.3%		16.9%	

Four-Year Graduation Rate

Despite lower than sector average rates in college readiness indicators, Friendship PCS has higher than average four-year graduation rates. Collegiate Academy’s four-year graduation rates have exceeded the charter sector average in each of the past four years, and Tech Prep High has exceeded the charter sector rate in two of the past four years. Last year, Collegiate Academy and Tech Prep High boasted graduation rates of 91.1% and 85.0%, respectively.

Friendship PCS								
Four-Year Graduation Rate ³⁶								
	2013-14		2014-15		2015-16		2016-17	
	School	Charter	School	Charter	School	Charter	School	Charter
Collegiate Academy	91.7%	67.5%	91.7%	71.2%	88.3%	75.8%	91.1%	80.3%
Tech Prep High	68.2%		68.2%		79.4%		85.0%	

College Acceptance

Collegiate Academy and Tech Prep High’s college acceptance rates have exceeded the charter sector average in each of the last four years. Tech Prep High has achieved a 100% college acceptance rate in three of the four years, and neither campus fell below 3.1 percentage points of a 100% acceptance rate in any year under review.

Friendship PCS								
College Acceptance								
	2013-14		2014-15		2015-16		2016-17	
	School	Charter	School	Charter	School	Charter	School	Charter
Collegiate Academy	100%	89.7%	97.5%	91.4%	99.5%	97.2%	98.4%	96.3%
Tech Prep High	100%		96.9%		100%		100%	

³⁶ Starting in SY 2014-15, DC PCSB reported the four-year graduation one year behind on the High School PMF in order to align cohorts with the five-year graduation rate.

School Environment Measures

School environment measures include in-seat attendance, re-enrollment, and CLASS scores. These measures are designed to show the school’s climate and parent satisfaction.

In-Seat Attendance

Eight of Friendship PCS’s twelve campuses have achieved in-seat attendance rates above the charter sector average in each year assessed in this charter review. These campuses include (1) Chamberlain Elementary, (2) Chamberlain Middle, (3) Collegiate Academy, (4) Online Academy (5) Southeast Elementary, (6) Tech Prep High, (7) Woodridge International Elementary, and (8) Woodridge International Middle. Tech Prep Middle has exceeded the charter sector in-seat attendance rate in three of the past four years, missing this rate by only 0.7 percentage points in SY 2015-16. Armstrong’s in-seat attendance rate was below the charter sector rate in both years assessed in this charter review, but by no more than 0.7 percentage points. Blow-Pierce Middle has been below the charter sector in-seat attendance rate in each of the past four years, and Blow Pierce Elementary has been below the sector rate in each year except SY 2016-17. Yet, both Blow Pierce campuses have increased in-seat attendance rates each subsequent year assessed in this charter review.

Friendship PCS – In-Seat Attendance								
	2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
Armstrong Elementary	N/A		N/A		92.4%	92.5%	91.9%	92.6%
Blow-Pierce Elementary	90.1%	91.9%	91.8%	92.4%	92.1%	92.2%	92.4%	92.2%
Blow-Pierce Middle	89.6%	93.3%	92.8%	93.3%	93.1%	93.5%	93.2%	93.7%
Chamberlain Elementary	94.1%	91.9%	93.0%	92.4%	94.2%	92.2%	93.2%	92.2%
Chamberlain Middle	94.4%	93.3%	94.5%	93.3%	95.1%	93.5%	94.9%	93.7%
Collegiate Academy	91.6%	88.5%	91.7%	88.7%	92.0%	89.5%	90.4%	87.2%
Online Academy	N/A		N/A		99.9%	93.3%	99.8%	93.4%
Southeast Elementary	93.6%	92.3%	93.5%	92.7%	92.9%	92.5%	92.9%	92.6%
Technology Preparatory	94.5%	92.9%	93.6%	92.8%	92.5%	93.2%	94.1%	93.6%
Technology Preparatory	91.3%	88.5%	92.7%	88.7%	90.9%	89.5%	92.3%	87.2%
Woodridge International	93.6%	91.9%	93.4%	92.4%	93.6%	92.2%	94.0%	92.2%

Friendship PCS – In-Seat Attendance

	2013-14		2014-15		2015-16		2016-17	
Woodridge International	93.4%	93.3%	93.9%	93.3%	94.5%	93.5%	95.2%	93.7%

Re-enrollment Rates

Of Friendship PCS’s twelve campuses, seven have achieved re-enrollment rates above the charter sector average in each year assessed in this charter review. These campuses include (1) Chamberlain Elementary, (2) Chamberlain Middle, (3) Collegiate Academy, (4) Southeast Elementary, (5) Tech Prep High, (6) Woodridge International Elementary, and (7) Woodridge International Middle. Blow-Pierce Middle and Tech Prep Middle’s re-enrollment rates exceeded the charter sector average in two of the past three years, with Tech Prep only missing the charter sector average in the most recent year by 0.6 percentage points. Given that the campuses opened in SY 2015-16, Armstrong Elementary and the Online Academy only have one year of re-enrollment data, where both campuses had re-enrollment rates below the charter sector average. Online Academy’s 61% reenrollment rate was significantly below the charter sector rate of 83.4%.

Friendship PCS – Re-enrollment Rate

	2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector
Armstrong Elementary	N/A		N/A		77.7%	81.8%
Blow-Pierce Elementary	77.0%	81.9%	83.4%	83.3%	81.0%	81.4%
Blow-Pierce Middle	75.3%	83.3%	88.5%	78.3%	86.1%	84.0%
Chamberlain Elementary	86.9%	81.9%	86.5%	83.3%	88.0%	81.4%
Chamberlain Middle	93.1%	83.3%	86.4%	78.3%	86.4%	84.0%
Collegiate Academy	85.0%	80.4%	85.4%	82.4%	88.2%	84.4%
Online Academy	N/A		N/A		61.0%	83.4%
Southeast Elementary	91.1%	82.1%	88.9%	83.0%	86.0%	81.8%
Technology Preparatory Middle	89.1%	84.1%	90.1%	80.7%	85.7%	86.3%
Technology Preparatory High	93.2%	80.4%	93.4%	82.4%	88.1%	84.4%
Woodridge International	86.4%	81.9%	90.0%	83.3%	92.1%	81.4%
Woodridge International Middle	87.9%	83.3%	92.0%	78.3%	91.0%	84.0%

Classroom Assessment Scoring System (CLASS)

The table below shows Friendship PCS’s CLASS³⁷ performance at its elementary campuses. Across all campuses, CLASS scores are consistently at or above the sector average in each domain in SYs 2015-16 and 2016-17. All campuses earned a score above 6.0 in emotional support and classroom organization for the past two years.

Friendship PCS - CLASS Performance Targets							
Year	Target	Armstrong Elementary	Blow Pierce Elementary	Chamberlain Elementary	Southeast	Woodridge Elementary	Charter Sector
2013-14	Emotional Support	N/A	5.6	5.3	5.5	6.0	5.7
2014-15			5.9	5.9	5.9	6.3	5.9
2015-16		6.3	6.2	6.0	6.4	6.4	6.0
2016-17		6.3	6.3	6.4	6.1	6.6	6.1
2013-14	Classroom Organization	N/A	5.0	5.1	5.2	5.6	5.2
2014-15			5.5	5.5	5.1	5.8	5.5
2015-16		6.1	6.0	5.9	6.3	6.2	5.9
2016-17		6.0	6.2	6.2	6.0	6.3	5.8
2013-14	Instructional Support	N/A	2.2	2.1	2.1	2.4	2.5
2014-15			2.6	3.1	2.7	2.7	2.8
2015-16		3.2	3.2	3.3	3.6	3.6	3.1
2016-17		2.9	3.3	3.2	3.3	3.4	3.0

³⁷ All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB’s floor for this indicator is one with a target of four.

Qualitative Site Review Outcomes

DC PCSB conducts Qualitative Site Reviews (QSRs) of charter schools to observe qualitative evidence of the extent to which is school is meeting its mission and goals, as well as to assess classroom environments and quality of instruction. In April 2017, in anticipation of this charter review, DC PCSB conducted a QSR of each Friendship PCS campus.³⁸ DC PCSB concluded the following about the extent to which it observed each campus meeting the school's mission:

- Friendship PCS – Chamberlain Elementary and the Online Academy had the strongest QSR assessments of the LEA, with DC PCSB observing strong evidence that these campuses were meeting the school's mission.
- Six Friendship PCS campuses – Armstrong Elementary, Blow-Pierce Elementary, Blow-Pierce Middle, Chamberlain Middle, Woodridge International Elementary, and Woodridge International Middle – were found to be satisfactorily meeting the school's mission.
- There was mixed evidence that the Friendship PCS – Collegiate Academy and Tech Prep Middle campuses were meeting their mission. At Collegiate Academy, some students were highly engaged, while others had serious behavior issues. At Tech Prep Middle, student engagement was low in most classrooms, with student behavior significantly disrupting lessons in some classrooms.
- Friendship PCS – Southeast Elementary and Tech Prep High campuses had the weakest QSRs. At Southeast Elementary, DC PCSB reviewers observed limited evidence that the campus was meeting its mission. "Observers saw limited evidence of how the school supports ethical, well-rounded students who contribute to their communities, and the level of student engagement and content-focused work was inconsistent." At Tech Prep High, DC PCSB observed weak evidence that the campus was meeting its mission, and reviewers noted that student misbehavior "significantly interfered" with lessons.

The following table details the percentage of classrooms at each campus that were rated proficient or distinguished in each domain. Friendship PCS's outcomes in these domains varied across its campuses.

³⁸ See 2016-17 Friendship PCS QSR reports, attached to this report as Appendix G.

2016-17 QSR Outcomes: % of Classrooms Rated Proficient or Distinguished in the Domain		
	Classroom Environment	Instruction
Armstrong Elementary	88%	74%
Blow-Pierce Elementary	76%	71%
Blow-Pierce Middle	52%	45%
Chamberlain Elementary	85%	75%
Chamberlain Middle	82%	69%
Collegiate Academy	68%	64%
Online Academy	89%	100%
Southeast Elementary	56%	39%
Technology Preparatory Middle	52%	45%
Technology Preparatory High	50%	63%
Woodridge International Elementary	82%	89%
Woodridge International Middle	78%	60%

Of the 38 QSRs conducted by DC PCSB in SY 2016-17, Friendship PCS – Woodridge International Elementary and Friendship PCS - Online Academy had the top second and third scores in classroom environment. They also tied for the second highest instruction rating. Yet, four Friendship PCS campuses –Tech Prep High, Blow Pierce Middle, Tech Prep Middle, and Southeast Elementary – were among the lowest 10 scoring schools assessed in SY 2016-17. Friendship PCS – Southeast Elementary had the third-lowest instruction score, with Friendship – Blow Pierce Middle and Tech Prep Middle also scoring low in this domain.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”³⁹ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2012-13 to the time of this report’s publication.

Compliance Item	Description	School’s Compliance Status 2012-13 to Present⁴⁰
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2012-13
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ⁴¹ and the school must distribute such policies to students and parents.	Compliant since 2012-13
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ⁴² To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	Compliant since 2012-13
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2012-13

³⁹ D.C. Code § 38.1802.12(c)(1).

⁴⁰ See Compliance Reports, attached to this report as Appendix H.

⁴¹ See *Goss v. Lopez*, 419 U.S. 565 (1975).

⁴² D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2012-13 to Present⁴⁰
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2012-13
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2012-13
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2012-13
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2012-13

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy. For SYs 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the school to submit these contracts at this time.

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, the Individuals with Disabilities Education Act⁴³ (IDEA) and Section 504 of the Rehabilitation Act of 1973.⁴⁴ The following section summarizes Friendship PCS’s special education compliance from 2013-14 to the present.

The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews

OSSE monitors charter schools’ special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE’s findings regarding special education compliance are summarized below.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA’s compliance with special education compliance indicators, and publishes these findings in an Annual Determination report. Each year’s report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-17, OSSE published its 2014 Annual Determination reports (based on the school’s 2014-15 performance).

Friendship PCS’s Annual Determination compliance performance is detailed in the table below.⁴⁵

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level⁴⁶
2013	88%	Meets Requirements
2014	90%	Meets Requirements
2015	76%	Needs Assistance

Friendship PCS received a Needs Assistance designation in its 2015 Determination. OSSE recommended that the school’s team seek training and technical assistance

⁴³ 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

⁴⁴ 29 U.S.C. §794

⁴⁵ See Annual Determination reports, attached to this report as Appendix I.

⁴⁶ IDEA requires OSSE as the State educational agency to make determinations annually about the performance of LEAs. OSSE is required to use the same categories that the U.S. Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. These categories are: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

to improve overall performance. However, the LEA is not legally required to undertake the recommendations or any actions.

(2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators in alignment with its coordinated Risk-Based Monitoring,⁴⁷ and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance,⁴⁸ which OSSE then uses to determine if an LEA will receive on-site monitoring.⁴⁹ LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.⁵⁰

In 2017, OSSE published an on-site Compliance Monitoring Report of Friendship PCS based on the school’s performance in SY 2016-17.⁵¹ The school is in compliance with all applicable indicators on the On-Site Monitoring Report.

On-Site Monitoring Report – LEA-Level Compliance			
Compliance Area	Compliant?	Noncompliant indicators	Corrected?
Least Restrictive Environment	1 of 1 indicator compliant	N/A	N/A
Individualized Education Program (IEP)	1 of 1 indicator compliant	N/A	N/A
Data	2 of 2 indicators compliant	N/A	N/A
National Instructional Materials Accessibility Standard (NIMAS)	1 of 1 indicators compliant	N/A	N/A
Fiscal	6 of 6 indicators compliant	N/A	N/A

⁴⁷ <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf>

⁴⁸ Part B of IDEA applies to students ages 3-22.

⁴⁹ The type of monitoring an LEA receives varies depending on its designation as a “high,” “medium,” or “low” risk sub-grantee. An on-site monitoring visit will occur for schools classified as “high” risk.

⁵⁰ If the school were found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.

⁵¹ See 2016-2017 On-Site Monitoring Report Attachments, attached to this report as Appendix J.

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	Compliant?	Noncompliant indicators	Corrected?
Initial Evaluation and Reevaluation	3 of 3 indicators compliant	N/A	N/A
IEP	20 of 20 indicators compliant	N/A	N/A
Least Restrictive Environment	4 of 4 indicators compliant	N/A	N/A

(3) Special Conditions Reports

OSSE submits reports to OSEP⁵² detailing LEAs' compliance in three areas: (1) Initial Evaluation timeliness,⁵³ (2) Reevaluation timeliness, and (3) Secondary Transition requirements (for students at age 16 and up). Friendship PCS is evaluated in adhering to all three areas and the outcomes are detailed in the tables below. The school has since cured all identified points of noncompliance.

Special Conditions Reporting Period – April 2013 through March 2014				
	Quarter 1 (April 1 – June 30)	Quarter 2 (July 1 – September 30)	Quarter 3 (October 1 – December 31)	Quarter 4 (January 1 – March 31)
Initial Evaluation Timeliness	Compliant	Compliant	N/A ⁵⁴	Compliant
Reevaluation Timeliness	Compliant	N/A	N/A	Compliant
Secondary Transition	N/A	N/A	N/A	Not compliant

⁵² Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

⁵³ Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

⁵⁴ Not applicable (N/A) indicates that OSSE did not conduct a review for the listed compliance area during the specified time-frame for the school.

Special Conditions Reporting Period – April 2014 through March 2015			
	August 1 Report (April 1 – June 30)	November 1 Report (July 1 – September 30)	May 1 Report (October 1 – March 31)
Initial Evaluation Timeliness	N/A	Compliant	Compliant
Reevaluation Timeliness	Not compliant	Compliant	Compliant
Secondary Transition	Not compliant	Not compliant	Not compliant

Special Conditions Reporting Period – April 2015 through March 2016			
	August 1 Report (April 1 – June 30)	November 1 Report (July 1 – September 30)	May 1 Report (October 1 – March 31)
Initial Evaluation Timeliness	N/A	N/A	Not Compliant
Reevaluation Timeliness	Not Compliant	Compliant	Not Compliant
Secondary Transition	N/A	Compliant	Compliant

Special Conditions Reporting Period – April 2016 through March 2017			
	August 1 Report (April 1 – June 30)	November 1 Report (July 1 – September 30)	May 1 Report (October 1 – March 31)
Initial Evaluation Timeliness	Compliant	N/A	N/A
Reevaluation Timeliness	Compliant	N/A	N/A
Secondary Transition	Compliant	Compliant	N/A

Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. The chart below shows all special education administrative due process complaints brought against the school that resulted in a finding of noncompliance by a Hearing Officer, and whether the HOD was implemented timely, implemented untimely, or not implemented and is untimely.⁵⁵

Transmittal Date⁵⁶	HOD Implementation and Timeliness Status
10/1/2015	Implemented timely
8/1/2016	Implemented timely
5/1/2017	Not implemented; untimely

⁵⁵ HODs are the written decision issued as a result of a due process complaint that proceed to hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purpose of charter reviews, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

⁵⁶ This is the date the Office of Dispute Resolution transmits the HOD to the database a few days after the hearing officer has issued a decision.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.⁵⁷

The results of DC PCSB's review of Friendship PCS's financial records are presented below.

SUMMARY OF FINDINGS

Friendship PCS has complied with GAAP, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Friendship PCS's first year of operation was Fiscal Year (FY) 1999. The data examined as a part of this review includes the last five years of audited financial data, FY 2012 through FY 2016. In the first three years, FY 2012 through FY 2014, enrollment declined slightly and revenues were stable. In FY 2015, Friendship PCS assumed the assets and related debt of two campuses previously operated by Dorothy I. Height Community Academy PCS (CAPCS). With the addition of the CAPCS campuses, enrollment grew significantly in FY 2016. Friendship PCS also benefitted from a contribution of nearly \$9 million⁵⁸ in the assumption of CAPCS, significantly increasing the school's liquidity and reserves.

Friendship PCS has exhibited strong financial performance each year, and indicators of economic viability are positive. Friendship PCS does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of Friendship PCS's financial information over the school's last five years of operations. The school generated a surplus each year, with FY 2015 reflecting a significant gain on the assumption of the two CAPCS campuses. During the same period, the school built a strong net asset position of \$37.7 million. Overall, the school exhibited strong financial results.

⁵⁷ See D.C. Code § 38-1802.13(b).

⁵⁸ As part of the asset acquisition of CAPCS in FY 2015, Friendship PCS recorded \$8.4MM in non-operating revenue which significantly boosted cash, total assets, and the school's net asset position in FY 2015.

Financial Highlights (\$ in 000s)					
	2012	2013	2014	2015	2016
Maximum Enrollment ⁵⁹	Unknown	Unknown ⁶⁰	5,340	5,340	5,340
Audited Enrollment	3,939	3,880	3,759	3,720	4,227
Total Revenue	\$71,255	\$73,274	\$72,214	\$87,723	\$88,383
Surplus/(Deficit) ⁶¹	\$2,542	\$2,690	\$173	\$13,621	\$733
Unrestricted Cash Balances	\$11,947	\$20,015	\$22,358	\$29,938	\$30,076
Number of Days of Cash on Hand ⁶²	67	110	119	156	132
Net Asset Position ⁶³	\$20,465	\$23,155	\$23,328	\$36,949	\$37,683
Primary Reserve Ratio ⁶⁴	25%	26%	26%	44%	39%

GAAP

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Friendship PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions for all years and there were no material weaknesses or other findings identified. Friendship PCS appears to have a strong internal control environment.

Internal Controls					
	Audit Year				
	2012	2013	2014	2015	2016
Modified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i> .	No	No	No	No	No
Material Weakness. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable	No	No	No	No	No

⁵⁹ Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.

⁶⁰ The maximum enrollment prior to FY 2014 was not located due to missing records.

⁶¹ Surplus / (Deficit) is total revenue minus total expenses.

⁶² Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.

⁶³ Net Asset Position equals total assets minus total liabilities.

⁶⁴ Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

Internal Controls					
	Audit Year				
	2012	2013	2014	2015	2016
possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.					
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No	No	No
Modified Program Opinion (Uniform Guidance). When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A <i>modified opinion</i> indicates instances of non-compliance.	No	No	No	No	No
Program Material Weakness (Uniform Guidance). In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material non-compliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.	No	No	No	No	No
Findings & Questioned Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	No	No	No	No	No
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No	No	No
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No	No

FISCAL MANAGEMENT

Overall fiscal management considers the school's liquidity, debt burden, and cost management. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances. Friendship PCS's fiscal management appears to be sound: liquidity is strong; the school has adequate ability to service new debt; and costs are effectively managed. These areas are discussed further below.

Liquidity

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and can reflect poor fiscal management.

The first indicator of a school's liquidity is its current ratio.⁶⁵ The current ratio measures a school's financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school's ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the "target" of acceptable performance. A current ratio less than 0.7 raises concern about the school's liquidity; we consider this the "floor" of acceptable performance.

Friendship PCS's current ratio has consistently exceeded target levels during the period under review. At year-end 2016, the school had a current ratio of 3.6.

The second measure, days of cash on hand, reflects a school's ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). DC PCSB recommends 45 days of cash or more. Less than 15 days of cash is a liquidity concern.

Friendship PCS has built a significant cash reserve, ending FY 2016 with 132 days of cash on hand, exceeding our target of 45.

Together, these metrics provide evidence of continued strengthening of the school's liquidity.

Liquidity							
	Floor	Target	2012	2013	2014	2015	2016
Current Ratio	<0.7	>1.0	1.6	2.4	2.0	2.3	3.6
Number of Days of Cash on Hand	<15	>45	67	110	119	156	132

The final liquidity measure is solvency,⁶⁶ or the school's ability to pay outstanding obligations to vendors, employees, and lenders in the event of an asset liquidation. DC PCSB reviewed Friendship PCS's 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Friendship PCS, we expect that the school may not be able to meet its operating

⁶⁵ A school's current ratio is its current assets divided by current liabilities.

⁶⁶ Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

obligations. Including estimated closure costs, the school could have a shortfall in meeting obligations due to vendors, employees, and lenders in the event of a liquidation.

However, Friendship PCS does have a significant real estate portfolio financed with a combination of various bond issuances. Given the complexities of unwinding this type of debt structure and uncertainties in the real estate market for facilities, we cannot determine at this time whether a liquidation would generate enough cash to cover all the school’s obligations.

Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. DC PCSB reviews two debt ratios – the debt ratio⁶⁷ and the debt service coverage ratio.⁶⁸

The debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern (the floor for this metric); a ratio less than 0.50 is a signal of financial strength (the target).

The school’s debt ratio exceeded our floor in each of the past five years. At the end of FY 2016, Friendship PCS had over \$124 million in outstanding debt financing five of the eight facilities that the school occupies. In FY 2016, the school refinanced a significant amount of debt and will benefit from the lower interest rates achieved through.

The debt service coverage ratio is a measure of surplus available to service long-term debt. For this metric, a ratio less than 1.0 is a cause for concern (the floor) and a ratio above 1.2 is a sign of strength (the target).

In FY 2016, the school’s debt service coverage ratio was above the DC PCSB target.

Together, these indicators reveal no concerns about Friendship PCS’s debt structure.

Debt Burden							
	Floor	Target	2012	2013	2014	2015	2016
Debt Ratio	>0.90	<0.50	0.78	0.82	0.82	0.77	0.78
Debt Service Coverage Ratio	<1.0	>1.2	<i>N/A-metric introduced in FY16</i>				2.0

⁶⁷ Debt Ratio equals the total liabilities divided by the total assets.

⁶⁸ Debt Service Coverage Ratio equals Earnings Before Interest, Depreciation, and Amortization divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

Cost Management

The following table provides an overview of the school's spending decisions over the past five years. Since FY 2012, Friendship PCS's expenses have grown 24%, equal to the growth in revenues. While the school's occupancy expense as a percent of total expenses exceeds the median of all public charter schools, the remaining expense line items are reasonably in-line. Friendship PCS's cost structure is no cause for concern.

Cost Management (\$ in 000s)					
	2012	2013	2014	2015	2016
Salaries and Benefits	\$40,990	\$43,773	\$45,573	\$46,134	\$52,112
Direct Student Costs	\$6,347	\$6,060	\$5,889	\$6,052	\$8,055
Occupancy Expenses	\$14,113	\$14,749	\$14,880	\$16,038	\$18,463
General Expenses⁶⁹	\$7,263	\$6,002	\$5,699	\$5,878	\$6,286

As a Percent of Expenses						
	2012	2013	2014	2015	2016	FY16 Sector Median
Salaries and Benefits	60%	62%	63%	62%	61%	61%
Direct Student Costs	9%	9%	8%	8%	9%	11%
Occupancy Expenses	21%	21%	21%	22%	22%	16%
General Expenses	11%	9%	8%	8%	7%	11%

ECONOMIC VIABILITY

DC PCSB assess economic viability through six measures: cash flow, earnings, net assets, reserve balances, and trends in enrollment and revenue. Based on these six criteria, Friendship PCS's economic viability is not at risk. See below for further detail.

Operating Results

A school's fiscal operation produces a surplus or deficit each year. DC PCSB recommends a school's revenues should exceed their expenditures. Friendship PCS exceeded our floor of \$0, generating a surplus in each year.

Earnings

DC PCSB reviews earnings before depreciation and amortization (EBDA)⁷⁰ separately from the first measure because depreciation is a non-cash expense and impacts the

⁶⁹ DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

⁷⁰ EBDA is the change in net assets plus depreciation and amortization.

surplus/deficit, but not actual cash flow. Here Friendship PCS again exceeded our floor of \$0, generating positive EBDA annually.

(\$ in 000s)	Floor	2012	2013	2014	2015	2016
Surplus/Deficit	<0	\$2,542	\$2,690	\$173	\$13,621	\$733
Earnings before Depreciation and Amortization	<0	\$7,045	\$6,945	\$4,185	\$18,058	\$5,698

Net Asset Position

The net asset position is the accumulation of operating results over time. DC PCSB does not set a target for this metric but we do set a floor of \$0. Friendship PCS has a strong net asset position, which has grown each year due to its operating surpluses.

Primary Reserve Ratio

The primary reserve ratio is the proportion of reserves relative to operating expenditures. Our target is 25%, and our floor is 0%.

Friendship PCS’s primary reserve ratio has exceeded our target in each of the last five years.

(\$ in 000s)	Floor	Target	2012	2013	2014	2015	2016
Net Asset Position	<0	N/A	\$20,465	\$23,155	\$23,328	\$36,949	\$37,683
Primary Reserve Ratio	<0	>25%	25%	26%	26%	44%	39%

Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school’s ability to attract students and earn DC and federal funds for operations over time. Stable or growing enrollment and revenue indicate that the school is likely to remain financially stable. Declining enrollment, however, may be cause for concern.

During the period under review, Friendship’s enrollment drifted downward from FY 2012 to FY 2015, declining by 5%. Friendship’s revenue during the same period remained relatively stable. Then the CAPCS acquisition at the end of FY 2015 boosted both of them significantly, as enrollment grew in FY 2016 by 14% and revenues grew in FY 2015 by 21%.⁷¹

⁷¹ The CAPCS acquisition is first noted in the school’s enrollment figures and financial statements in different time periods. The asset acquisition occurred at the end of FY 2015, and the first year former CAPCS students appeared in Friendship’s enrollment figures was FY 2016.

Now that the school has digested the CAPCS acquisition, both enrollment and revenue growth have stabilized. DC PCSB has no indication this is likely to change in the near future. We expect the school will continue to attract students and maintain strong revenues.

Enrollment over Time						
	2012	2013	2014	2015	2016	2017
Enrollment	3,939	3,880	3,759	3,720	4,227	4,226
Growth in Enrollment	(1%)	(1%)	(3%)	(1%)	14%	0%
Growth in Revenues	7%	3%	(1%)	21%	1%	N/A